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ABSTRACT

In response to recommendations in the Illinois Board of Higher Education's November 1994 Priorities, Quality, and Productivity report, the 52 community colleges in the state began preparing annual reports of outcomes related to specific college objectives for the year. This report provides executive summaries of the colleges' reports for fiscal year 1996, highlighting accomplishments and changes implemented to meet their goals and objectives. One- to four-page summaries are provided for the following colleges: Belleville Area College, Black Hawk College, the seven City Colleges of Chicago, Danville Area Community College, College of Du Page, Elgin Community College, William Rainey Harper College, Heartland Community College, Highland Community College, Illinois Central College, the four Illinois Eastern Community Colleges, Illinois Valley Community College, John A. Logan College, Joliet Junior College, Kankakee Community College, Kaskaskia College, Kishwaukee College, College of Lake County, Lake Land College, Lewis and Clark Community College, Lincoln Land Community College, McHenry County College, Metropolitan Community College, Moraine Valley Community College, Morton College, Oakton Community College, Parkland College, Prairie State College, Rend Lake College, Richland Community College, Rock Valley College, Carl Sandburg College, Sauk Valley Community College, Shawnee Community College, South Suburban College, Southeastern Illinois College, Spoon River College, Triton College, Waubonsee Community College, and John Wood Community College. (HAA)

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Illinois Community Colleges
Priorities, Quality, and Productivity
Executive Summaries

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C-2.4 Executive Summary

Belleville Area College is strengthening its commitment to overall accountability and to the routine assessment of all academic and nonacademic functions. In fulfillment of its *PQP Priorities Statements*, the institution elected to bring all departments, programs, and institutional functions under the purview of its Program Review system. Each area will now be evaluated on a five-year cycle using the *Quality, Cost, Need* criteria already embedded into the local process. This incorporation of nonacademic assessment is facilitated by a highly systemized approach that uses interdepartmental evaluation teams, pre-established cost and need methodologies, and centralized administrative coordination to support the process. Importantly, the recommendations issuing from Program Review are evaluated by administration and the governing board for incorporation into formal institutional and departmental objectives.

The FY 1996 *PQP Priorities Statements* were recommended through a collegial process involving faculty, administrators, and staff -- before consideration by the governing board. This ground-up, collegewide approach to priority setting produced a healthy consensus that accelerated the advancement of the priorities during the 1995-1996 year. Among the priorities-related accomplishments were:

- Incorporation of all nonacademic functions into the formal Program Review assessment and evaluation process.
- Initiation of a collegewide process to accomplish site planning
- Sequestration of matching funds for a major capital construction project
- Implementation of an in-house computer training program for all staff
- Submission of a RAMP request for further realization of the Master Site Plan
- Initiation of research for a major-gifts campaign in FY 1997
- Strengthened commitment to workforce diversity by expanding the pool of underrepresented groups from which college employees are selected
- Reduction of the ratio of part-time to full-time instruction

The 1995-1996 PQP/Program Review process resulted in several key institutional decisions. In its review of career planning/placement and workforce development functions, the college determined the need for broader partnerships with business, industry, and public agencies. Accordingly, the college chose to collaborate and invest in the Illinois Employment and Training Center network sponsored by IDES and DCCA as a cost-effective means to accomplish its objectives in partnership with other entities. Additionally, the Program Review process documented several occupational programs with declining enrollment and increasing costs. These programs are now undergoing a far more intense study to assess their importance to the institutional mission. Finally, the college made a major commitment to its future by initiating a collegewide process to plan for the intended 136,000 square foot expansion of the Belleville and Granite City Campuses. The process will specifically address the facilities-related recommendations for improvement developed during the 1995-1996 Program Review initiative.

C-2.4: Executive Summary

The Black Hawk College 1996 PQP/Program Review provided findings and recommendations for thirteen occupational programs, four transfer disciplines and five administrative functions. In addition, the college reported follow-up actions from previously reviewed programs and an associated $458,470 in quality improvement investments and $952,660 efficiency for FY96.

Of the instructional programs reviewed, most were recommended for continuation with minor improvements. Three apprenticeship programs and Mechanical Technology Manufacturing CAD/CAM were recommended for significant modification. Business Management, Small Business Management certificate and degree, Fashion Merchandising, and Marketing and Retail Management were recommended for inactivation.

Highlights of this year's report and PQP efforts include the following:

a) uniform data elements for comparison across the instructional programs;
b) peer group comparison data for benchmarking administrative functions;
c) institutional commitment to annually updating its priorities through a systematic strategic planning process that began with comprehensive environmental scanning;
d) broad range of faculty roles and responsibilities in achieving the ten institutional goals defined in the priorities statement;
e) exemplary bi-state resource sharing in the delivery of 11 instructional programs via the cooperative agreement with Scott Community College in Bettendorf, Iowa;
f) expansion of learning opportunities for time and place bound students through distance learning, Study Unlimited, Public Television degree sequence, and expanded minimester and weekend college offerings.
g) right-sizing the Business Management curricula to fit the current generalist job market using the Dacum process with employers of program graduates.

Despite the challenging environment caused by declining enrollments and resources, the college improved both the quality and efficiency of programs and services.

C-2.4: Executive Summary

The Board of Trustees, through its Chancellor, has provided the District's goals and priorities each academic year. The college is required to prepare one and five year plans and budgets using the format prescribed by the Central Administration to perpetuate those goals and priorities. The Central administration also provides a formalized process for performing the PQP/Program Review which is compatible with the PQP requirements. The PQP/Program Review process has now become an annual priority project of the Programs and Services Review Committee of the college. This committee is one of the joint faculty/administration college committees established over the past year and a half by the new administration. These committees have been established for the purpose of facilitating communication among students, staff, faculty and administrators on issues that are critical to the success of the college community. The charge of this committee is identified by the President, and confirmed by the committee membership. The committee is co-chaired by a faculty member and an administrator. The President serves as an ex-officio member. Faculty serving on this committee are selected by the Faculty Council; Administrators are selected by the President; Clerical/Professional Staff are selected by the Deans and Directors; and students are selected by the Student Government. This committee has established a regular meeting date and distributes a summary of each meeting. The two academic deans participate on the committee as resource persons. The new Director of Research is available to the committee whenever statistical data is needed to validate recommendations being prepared for distribution.

Significant advancement has taken place over the past year which can be noted in the following highlights:

1. Increased Daley College's visibility through new formal marketing procedures.
2. Upgraded instructional/administrative computer support.
3. Increased faculty/administration collaboration through the establishment of joint faculty/administration college committees.
   Examples: Marketing & Public Relations Committee
   Research and Assessment Committee
   Strategic Planning and Budgeting
   Programs and Services Review Committee
   Professional Staff Development Committee
4. Restructured the registration process to better serve students.
5. Maintained open communication among faculty and staff
6. Involved faculty and staff in budgeting and planning processes.
7. Established a monthly faculty/staff newsletter.

In addition, major accomplishments included:

1. Increased student enrollment and retention
2. Paradigm Shift from "teaching" to "learning" institution
3. Increased customer (student) orientation
4. Received funding for two major grants--Upward Bound and Title 111
5. Received national recognition for affiliation with Chicago Manufacturing Center (A NIST project) and for our 2-2-2 Technical Preparation Project.
6. Increased transition of students from noncredit to credit programs.

Our continuing activities will be focusing on student learning, student retention, student achievement, student access and student customer service--offering high quality programs and services. Incorporating PQP/Program Review in our governance process will advance our priorities. We will be able to maximize our fiscal, physical, and human resources through what is becoming a structure for ongoing collegewide analysis.

There were several key decisions made as a result of the review process. In the overall academic area our course offerings were reduced by five percent and we expanded the times that the courses are offered providing more choices for students. In the two academic areas reviewed, we developed a four level structured college placement program which eliminated block programming; improved the Reading Laboratory; and reorganized and enhanced the Computer Writing Lab. The English Department further initiated preliminary discussions with four-year universities to have a Residential Theatre Arts group. A Student Literary Magazine has also been proposed. In Mathematics, they're offering of Math 089 and 100 as level 1 courses in the college Prep program for our students was deemed necessary. Due to two grant awards, the college was able to purchase appropriate computer software for the Math Laboratory. A collegewide plan for the use of technology which will integrate educational and administrative applications is presently being developed. Faculty working with the Dean will develop a Center of Teaching Excellence providing a forum for collaborative discussions and workshops with high school teachers. This will greatly strengthen our articulation efforts and will be appropriately integrated with our baccalaureate transfer activities.

In the occupational programs, a key decision was the development of active advisory committees which was accomplished. The Child Development Practicum (C.D. 258) has been greatly increased through our outreach efforts with business. The Child Development Program has also initiated outreach efforts with the community based organizations and has developed a program with the El Valor community center. This program is being articulated with Governors State University. The college is presently completely renovating the playground of the Child Development Center.

C-2.4: Executive Summary

Collectively the staff and faculty of this college see themselves as...."Providing value to students and communities through curricula and educational services that anticipate and respond to needs, respect human and cultural diversity, and produce outcomes which, when measured against the external standards of transfer institutions or the workplace, will enable students to achieve or surpass their personal goals."

1. **Process and Involvement**. This campus is fortunate to have been a part of three major organizational processes (1) institutional effectiveness, (2) the North Central Association accrediting process, and (3) PQP/Program Review. Each initiative comes at a time of change, growth and expansion. Since mid-1994, Kennedy-King has added a second campus (Dawson Technical Institute), a well known skills training entity (Washburne Skills Programs), initiated a major nationwide model project (Postsecondary Demonstration Grant Project), and entered into a major workforce preparation effort with the Chicago Public Schools (Project Excel).

   In each of the aforementioned instances, guidance and major input were provided by the City Colleges Board of Trustees. With the exception of the grant project, all of the initiatives required board approval in order to move forward. The Rules for the Management & Government of the City Colleges of Chicago, 1995-96 serve as a guideline for keeping the college focused on means of enhancing access to education and to education and to the process of acquiring and maintaining a diverse educational institution. Board meetings are public meetings. They are scheduled for the first Thursday of each month, and are held at the City Colleges of Chicago Central Office.

   External organizations with which the college is connected, such as NCA, also keep college constituents focused and in line with ethical desirable practices which are appropriate for institutions of higher education. The needs of the community are always first and foremost at this campus. The opinions of the community are continually sought through our open door policy and regular access to key administrators and faculty. Kennedy-King is truly a community institution, regularly bustling with local activities on a regular basis, particularly on the weekends. The third significant member of the process initiative are our advisory committees, staffed with knowledgeable educators and industry volunteers. Advisory partners are well respected members of their professions and industry. They bring objective viewpoints, talents and skills to the forefront, assisting the college in the development of relative curricula and meaningful student experiences. Grass roots planning takes place at this level, establishing a nexus between committee and faculty in order to ultimately prepare students to achieve or surpass their personal goals.

2. **Priorities**

   Transfer Education Goals Previously, the college concentrated on outreach to local high schools primarily through the articulation agreement process. Greater outreach efforts have been extended to the Chicago High School community since mid-1994. Examples of new initiatives include the on-site advisory services of Kennedy-King counselors at local high schools on a weekly or bi-weekly basis, and the interactive radio program, "Knowledge Quest." The college's visibility is also increased with high school principals and counselors through a formal Recognition Breakfast during Career Week activities. Last year's initiative to institutionalize the testing and placement process has been substantially implemented through a number of increased contacts, and is now in the fine-tuning process.

Workforce Preparation Priorities in workforce preparation are in transition to reflect emerging workplace trends. The current hot issue is flexibility in the workforce. Faculty now focus on career areas with expansion potential as exhibited by the move on this campus, from Mental Health Aide to Substance Abuse Counseling Training. This move acknowledges changes to methods of selection, and popularity of on-the-job training within the mental health services occupation. This move was precipitated by the faculty's keen awareness of the growing need for effective, trained Alcohol and Substance Abuse Counselors at earlier stages of life, in formal counseling settings and as part of community empowerment.

Pre-Collegiate Education/Community Service The college has moved from monitoring/planning to the implementation stage of Washburne training programs. As with any major endeavor, currently being experienced are growing pains with respect to model development, renovation and student matriculation. Nevertheless, the five programs hold promise for students seeking training in well-paying occupations.

College Management College management initiatives are considerably more sophisticated in the 1995-96 academic year, having expanded upon the initiatives of (1) maintaining enrollment, (2) improving administrative procedures, and (3) monitoring facilities maintenance and development. The college has now gravitated to the use of institutional indicators and systemic approaches to key areas of concern. It now seeks to institutionalize increasing numbers of ideas and processes that work to the benefit of student goal achievement.

3. **Key Decisions** Two major programs will undergo significant change.

- The Food Management Program will go through significant modification to identify and address current trends in the hospitality management field. The field of food management is expanding rapidly to include a wide range of services, that increasingly require a broader range of professional skills.

- The college is currently in the process of requesting approval to replace the Mental Health Associate certificate and degree programs with an Alcohol and Substance Abuse curriculum. Several years ago, the faculty recognized the trend among employers in the mental health and residential care fields to hire those with minimal or no prior training in the occupation. At the same time, mental health care providers increased the use of on-the-job training with newly hired employees. The mental health care field now encourages and trains patients to live independently and in group homes. The shift away from institutionalization significantly affected employment opportunities because mental health care providers now rely upon smaller numbers of Mental Health Aides and Technicians. A decrease in student enrollment for this program reflects changes to the industry.

Both programs will be organized to prepare completers for immediate employment, while also accommodating the transfer process to four-year institutions by utilizing a generalist focus.

C-2.4: Executive Summary

Process & Involvement

The City Colleges of Chicago Board of Trustees and the Chancellor's office have identified districtwide priorities. These priorities were then expanded by Malcolm X College to provide the specificity necessary for implementation. These are identified in the college's educational plan. Each year the college holds a budget hearing for the college and the district and a public hearing for the community. Input is solicited prior to the completion of the final document. The college's budget and educational plan steering committee consists of all factions of the college and community representation. The PQP/Program Review is identified as a programmatic priority for continuous program improvement. Additionally, the review is used by the college to determine program continuation and/or improvement.

Priorities

Malcolm X College has met all of its program priorities for 1995 as they were identified in the college's educational plan., The PQP/Program Review identified the area of concentration for the priorities. For example, in improving institutional programs, the PQP/Program Review assisted the college in identifying those programs in greatest need. The review also aided in identifying the distribution of funds from the Program Improvement Grant. Additionally, recruitment efforts highlighted these special programs and these programs received more aggressive marketing.

Key Decisions

As a result of the 1995-96 PQP/Program Review initiative, no programs were reduced or eliminated. However, close attention will be paid to the counseling program to monitor the enrollment and need. A comprehensive counseling plan will be requested and reviewed to determine the need for additional counselors. Special attention will be given to the establishment of certificate programs in physical education to complement the college's health science program offerings. The college will continue to enhance all programs as recommended.

C-2.4 Executive Summary

Item 1. Process and Involvement

Olive-Harvey College is one of the seven colleges governed by the City Colleges of Chicago's Board of Trustees, District #508. The Board of Trustees approves and supports the Chancellor, and his administrative staff as they establish the goals and priorities of the District. It is these priorities and goals that generate and provide the direction for the PQP/Program Review initiative

The process requires active, campuswide participation of faculty, staff, and students. Meetings are held with faculty, academic department heads, directors of programs and coordinators of services under review to discuss procedures and deadlines and to distribute relevant program data. In addition, students and staff were surveyed to find out their opinions regarding the quality of instructional and service programs.

The PQP/Program Review initiative is an integral part of the college's institution-wide strategic analysis process. Also, the initiative is key to defining methods to improve the productivity of academic, occupational, developmental, and service programs. The program review initiative has been incorporated into the college's planning and priority-setting processes as a tool to support the college's ability to fulfill its mission of providing quality educational programs and services.

Item 2. Priorities

The priorities presented in both the college's fiscal year 1995 PQP/Program Review report and in this year's review addressed the issues of: Continuing activities to increase enrollment, retention and graduation; furnishing the faculty and classrooms with resources that provide a leading edge and assist in creating a positive learning environment; and providing for the social and economic development of the community through educational offerings. To ensure:

1. Programs are relevant to the specific academic and employment needs of the students and the community.
2. Certificate and degree programs are of the quality expected by the students, senior institutions, and potential employers.
3. Effective and efficient management of the college's programs and services, in particular the allocation of resources required to achieve program and service goals.

Seven instructional programs (Child Development, Social Sciences, Continuing Education, PreCredit, Remedial/Development, Armed Security, and Basic Rehabilitation Aide) and the three services programs (High School Outreach/Recruitment, Business Services and Learning Resource Center) were reviewed during FY1996. Evaluators paid particular attention to how the college's priorities were advanced through new initiatives or continuing activities. Below are highlights of the results of these evaluations:

- Each program viewed as their strengths the committed, highly qualified faculty who put the needs and interests of their students as the highest priority. Faculty and staff regularly participated in professional activities both on and off campus. Many attended workshops in their fields, including seminars on Writing Across the Curriculum, Competency Evaluation Programs for Health Care Workers, OCLC training for librarians and those workshops sponsored by the American Association Community College Conference and the Learning Resources Network.

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- Constant effort is maintained to ensure course curricula follow state regulations, articulation agreements, and current state-of-the-art technology. For example, courses in the social sciences continue to follow state requirements allowing them transferability to four-year institutions in the state, Skills Center program courses are defined by state agencies and maintain high state certification, and Continuing Education word processing courses are designed to transition students into the appropriate college level courses.

- The college's development and pre-collegiate programs provided academic remediation to nearly two-thirds of the students enrolled. More than 85 percent of the developmental students were retained with at least half of them moving onto the next level of courses. The pre-collegiate program placed at least half and from the math classes up to 80 percent of its completers into credit program classes.

Item 3. Key Decisions

Several important decisions and choices were made because of the 1995-96 PQP/Program Review initiative, including:

- To provide an advanced level of technology to both faculty and students. Where upgrades have not been completed, recommendations were made including the purchase of new academic software for the social sciences classes, the expansion of the budget for the precollegiate program to include equipment upgrades along with appropriate staff development, and the purchase of personal computers, student tracking terminals and printers for the business office.

- To enhance and enlarge the college's outreach activities, the High School Outreach Program has reorganized its office with additional staff end established a recruitment committee comprising representatives from all areas of the college.

- To create a learning/teaching environment that will foster the development of a first-rate academy by identifying, evaluating, and using instructional technology to encourage and support students as active learners.

- To improve placement and advisement procedures to ensure that all students have the maximum opportunity to benefit from the educational experience, through the establishment and monitoring of academic standards for courses, programs, and degrees.

- To become the local area leader in school-to-work initiatives by providing vocational/technical/career programs and short-term skills training that respond to business and community needs.

- To improve effectiveness and efficiency for the use of resources in college operations and management, improve the external and internal image of the college, improve the cleanliness and aesthetics of the physical plant.

- To promote diversity, equity, and cultural respect among faculty, staff, and students through administrative teamwork and collegiality.

City Colleges of Chicago
Harry S Truman College

C-2.4: Executive Summary

Process and Involvement: Two initiatives that are mandated from the district level for all of the City Colleges of Chicago, the Institutional Effectiveness Project and the development of an Annual Educational Plan/Budget have provided opportunities for all segments of the college community to be involved at some level in making decisions about institutional priorities, resource allocation, improvement of instructional/administrative procedures, etc.

Over the last year, the Institutional Effectiveness Project gave opportunity for all segments of the college, including students, faculty from all divisions, administrators, clerical support staff, and every other employee category to be involved in identifying "core indicators of effectiveness." Primarily through focus groups and written surveys, 24 indicators were identified. When these indicators are measured, which is supposed to take place this year, we will have some indication of our level of "effectiveness" which is defined as "providing value to students and communities through curricula and educational services that anticipate and respond to needs, respect human and cultural diversity, and produce outcomes that enable students to meet or exceed their goals for education, personal development, and a career."

The development of our Annual Educational Plan/Budget provides an opportunity for faculty, administrators, and support staff to play a role in defining measurable objectives that are to be accomplished in a given year, as well as long- and short-range goals and priorities. The four broad areas to which the objectives must be addressed are defined by the district: transfer education; workforce preparation; pre-collegiate education/ALSP/community service; and college management. The subcategories that are related to each of the broad areas are similar in direction to the PQP/Program Review Initiative. Under the first three of the aforementioned broad areas are the subcategories of outreach; access; testing and placement; student services; monitoring student progress/outcomes; faculty/staff development; and public community image. Under college management are the following subcategories: maintaining enrollment, improving teaching and curriculum, improving administrative procedures, responding to educational needs and changes in college environment, developing articulation linkages between ALSP and college credit, encouraging student/staff diversity, improving human resource performance, improving community relations, monitoring facilities maintenance and development, improving building use and energy conservation, and developing a long-term strategic plan for the college.

The objectives for the four district-mandated areas are developed by means of subcommittees with broad representation from the college family and are reported by semi-annual and annual reports regarding the extent which they have been achieved.

Priorities: Our Priorities Statement in last year's PQP/Program Review consisted of objectives that were taken from our Annual (Educational) Plan/Budget. Some of the highlights of our accomplishments from that Plan were as follows:

- Centralization/Consolidation of Services: All college credit placement testing for native and non-native speakers of English, exit testing (from the Pre-Credit Program), pre-admission reading testing for Nursing, and testing on the Constitution for graduating credit students have been centralized under the supervision of a Test Coordinator. The college is further planning to include Continuing Education placement for the Certified Nursing Assistant Program, testing for the Technical Center's programs, and career and interest testing and to convert testing to a computer adaptive mode. This centralization is being done for the purpose of making the testing process more speedy and efficient, with test results being generated upon completion of the test, and making a testing service available six days per week, 10 hours per day. Also, centralized testing would cut down on the numerous "crunch times" that draw staff from their regular responsibilities to do the test administration function.

- 25 percent of the Continuing Education instructors from the basic skills and occupational skills training programs have been evaluated. These include the following: ESL Basic Skills Certificate program, Travel and Tourism program, Paralegal program, and Pharmacy Technician program.
- The Middle College (Alternative High School) successfully implemented the American Social History Project which pairs a high school instructor with a credit faculty member in a team-teaching approach to teaching U.S. history.
- Continuing Education cost centers have been reduced from five to four major areas by evaluating the cost effectiveness and performance of each center, reducing courses in areas not deemed cost effective, and developing new courses and programs in more popular areas.

Some other changes that have taken place over the last year that were not formally a part of the Institutional Effectiveness Initiative, the Annual Educational Plan/Budget, or PQP/ Program Review but which nevertheless have implications for quality improvement are as follows:

- the involvement of all academic departments in districtwide meetings concerning incorporating Writing-Across-the-Curriculum into their programs;
- relocation of the English Department's Writing Laboratory to proximity to the Department's faculty offices and classrooms;
- establishment of stand-alone computer labs for the ALSP program and the CE program;
- changing of the reporting relationship of the Lakeview Learning Center to the ALSP Dean toward a goal of comprehensiveness of the ALSP division and transfer of the reporting relationship of the Middle College Alternative High school to the Dean of Instruction;
- hiring of a full-time support services coordinator and part-time testing coordinator;
- elimination of the positions of Dean of Administration and Director of Resource Development and the reassignment of their responsibilities to other administrators;
- a fundamental revision of the position descriptions of Assistant Dean of Instruction and Assistant Dean of Continuing Education to include responsibilities more in keeping with present and emerging needs and priorities of the college and the district.

All of the accomplishments, changes, and plans that are discussed in this Summary are for the purpose of helping the institution accomplish its mission in a more efficient, effective, and accountable manner.

Key Decisions: A total of 40 recommendations/action steps resulted from the action plans of the nine instructional programs and administrative units that underwent formal Program Review last year. Some of the highlights of the follow-up are as follows:

Curriculum Revisions: The Merchandising and Marketing Program is undergoing revisions by the district department chairs. The Nursing Department faculty, functioning as a curriculum committee, has identified terminal outcomes for graduates of their department.

Approval/Offering of New Courses: Appreciation of Photography was added (and offered successfully) to the Art Department's curriculum as was Computer Art and Applications recently approved and to be offered in Fall 1996; African Art and Culture is going through the approval process.

Updating/Acquisition of Instructional Resources: An additional lab became available to the Merchandising and Marketing because of the elimination of the Secretarial Science Program. Monies have been set aside for purchase of software and interactive video equipment and disposable equipment for the practice lab for the Nursing program.

Student Services: An Apticom Vocational and Career Assessment System has been installed in the Counseling Center and the Counseling staff have been trained in its use. A federally mandated refund calculation program and e-mail have been added to the financial aid system.

City Colleges of Chicago
Harold Washington College

C-2.4: Executive Summary

Harold Washington College shares the philosophy of the Illinois Board of Higher Education that Institutional Planning should be continuous and that accountability assessment should influence all planning efforts. The executive summary that follows will illustrate both Harold Washington College's initiatives undertaken in response to recommendations resulting from the 1994-1995 Program Review, and its attempts to incorporate these recommendations into HWC's strategic plan, which includes the continuation of passed improvements, as well as new priorities.

PROCESS AND INVOLVEMENT

The senior administration at the district level and the seven college presidents of the seven City Colleges of Chicago comprise the Officers of the District. The City Colleges of Chicago Board of Trustees and the Officers of the District set overall planning priorities for the district and review initiatives at both the local and district level at regular board subcommittee meetings. The subcommittees on Academic Affairs, Human Resources, and Finance make recommendations to the Board of Trustees, which holds monthly board meetings and approves all major initiatives and expenditures by the colleges. The district administration and Board of Trustees receive and review the combined PQP/Program Review reports from each college. These reports, as well as priority statements, are integrated into the planning process at both the district and local level.

The PQP/Program Review process has been revised in FY1996 as a result of the ICCB PQP/Program Review workshop held in December 1995. The college has clarified the principles of program review, and has enhanced the process in order to make it more inclusive of all constituencies of the college. We were only partially able to institute the new process this year, but expect to fully implement it in HWC's FY1997 program review. The revised review process includes both program review teams who conduct the self studies of the academic, occupational, and support services programs, and a program review committee, with members representing all aspects of the college population who act as both resources to the program review teams and as a panel that reviews findings of the teams and recommends program enhancements.

The recommendations that stem from this process are then used in both implementation of our plan for assessing student academic achievement, and in our participatory strategic planning process. This involvement by all constituencies of the college has had a positive impact. Members of the program review team felt that they learned a great deal about college programs and gained perspective that helped in setting both departmental collegewide goals for next fiscal year.

The newly established and filled position of Assistant Dean of Research and Planning has proven invaluable to both the PQP/Program Review process and to our Strategic Planning Initiative.

PRIORITIES

The priorities presented in the FY1995 PQP/Program Review report were advanced through a number of initiatives. The priority of assessing student academic achievement has been focused on in the past year. In many instances, the assessment plan mirrors the program review cycle for our occupational programs. The overall thrust of the college has been to improve both quality of instruction and student services, and to establish priorities so that planning may take place and funding can be tied to the planning process.

Examples of setting and acting on established priorities in the past year are the restructuring of the administrative staff, which resulted in a reduction of the number of administrators overall, but the addition of two crucial administrative functions in institutional research and information technology. Adding these two positions to the college administration resulted in better tracking of students and the improvement of

reporting on our accomplishments in terms of institutional effectiveness, and in the consolidation of learning technologies resources, as well as the preparation for networking of both academic and administrative computing at the college.

KEY DECISIONS

The most important decision that was made as a result of the 1995-1996 PQP/Program Review Initiative was the enhancement of the program review process itself, which is now much more inclusive of all segments of the college than before which now ties in extremely well with our participatory planning and budget processes. The process further reinforced the priorities we set last year for establishing the infrastructure the college needs to network all academic and administrative computing, to buy appropriate computer hardware and software, and to consolidate both equipment and staff for purposes of efficiency and cost savings.

Specific decisions that were made in response to review of specific occupational programs were the elimination of the basic and advanced certificate programs in Real Estate, the withdrawal of the International Business MS degree, with the intent to make it an option under the generic M degree. The Mid-Management Associate of Applied Science degree is still in question. We have made specific recommendations for further study next year to see whether or not the program is viable in terms of producing internships or jobs for students who complete it.

The recommendations of the Program Review Committee will be incorporated into our local priorities for improving both transfer and occupational education. Our main focuses in the years to come will be to increase partnerships with both high schools and employers, to increase articulation efforts, and to continue to enhance instruction with the latest technologies available. Reducing costs and continuing to reassess spending in the light of accomplishments in all programs will remain a priority.

C-2.4: Executive Summary

Wright College subscribes to the philosophy of the Illinois Board of Higher Education that institutional planning should be continuous and accountability assessment should influence subsequent planning efforts. This Executive Summary of Wright College's 1995-96 PQP/Program Review will attempt to illustrate the college's efforts to address key planning recommendations from the 1994-95 Review and to incorporate into the college's current educational plan those priorities requiring continued or additional action from the prior year, as well as new priorities. The model for this Summary is that suggested by IBHE: the **Process and Involvement** of the college and District in addressing planning priorities, the **Priorities** and how they have been addressed, and the **Key Decisions** that have been and are being made to address Quality and Productivity issues uncovered in the PQP/Program Review process.

Item 1: Process and Involvement: The City Colleges of Chicago Board of Trustees and the District Administration, including the Officers of the District (the seven college presidents and District senior administration) set overall planning priorities for the District, review local college budget proposals, regulate significant expenditures and college or District initiatives by requiring Board approval at monthly Board meetings, and regularly review college and District performance through monthly Board subcommittee meetings that address academic affairs, human resources, marketing, and finance issues. Copies of each college's Combined PQP/Program Review are furnished to the District administration and Board of Trustees, and internal reviews of the documents periodically prompt questions from District administrators that need to be answered by appropriate college personnel. The District has encouraged the colleges to integrate planning efforts whenever possible. Each college's required educational plan, submitted as part of the budget approval process and reviewed by District administration every six months, can easily form the basis of the college's Priorities Statements, as it does at Wright College.

The campus community is directly involved in the Combined PQP/Program Review process. Both the Wright College Evaluation Committee and the Academic Affairs Committee, each made up of key college faculty and divisional administrators, have determined the overall review process, set the five-year cycle of review, determined data to be included in the PQP reviews, and have analyzed the results and reviewed the drafts of the completed documents as a preface to subsequent years' efforts. Key supervisors, again both faculty and administrators, in programs and services being reviewed are engaged in the review process and help determine the recommendations and action plans for program improvements. As an illustrative case, this year's occupational program targeted for review was the Occupational Therapy Assistant Program. Professor Wandel, Program Director and principal faculty member, met with the Executive Dean of Instruction, the Head Librarian, and her clinical and support staff to produce a list of recommendations reflecting accreditation suggestions and internal priorities in the Program. The Director and Executive Dean then devised an action plan to address the recommendations.

As an illustration of the way recommendations from last year's Combined Review were implemented and who was involved in the process, the Architectural Drafting Computer-Assisted Design Program was reviewed and the program faculty and Dean of Instruction discovered that many of the program's students were not interested in completing a certificate or degree in Architectural Drafting. Instead, they simply wished to upgrade their skills on new versions of the most popular CAD software utilized in the course. Thus, program completions were lower than they should be, given the reasonably healthy enrollments in the beginning-level classes. As a way to explore more cost-effective alternatives for this clientele, the Dean and program faculty discussed the possibilities of offering adult education versions of the CAD class, concentrating on new software editions, while simultaneously developing two new course options in the existing program. The Dean of Adult/Continuing Education has begun a customized learning CAD program with an area manufacturing association as a first step to developing a viable CAD alternative to the credit program. The new course

options will give the Program new possibilities for marketing, and the Dean of Adult/Continuing Ed will distribute marketing materials to the manufacturing association clients for those students who wish to pursue more formalized study.

Item 2: Priorities: Both the Priorities Statements from the 1995 Combined PQP/Program Review and the 1996 Review reflect the more detailed Educational Plan for Wright College, developed each year as part of the budget preparation process. The Priorities Statements synthesize 15-22 page documents into two pages and categorize the various planning goals that address District action topics under the broad headings of Instruction, Administration, and Public Service.

Instructional Priorities for 1995 included general education reform, improved assessment, increased linkages with suppliers and receivers of Wright students (high schools, employers, senior colleges), and better transition of students from remediation programs into higher-level programs. Each of these priorities was addressed by specific college actions--general education program goals were reformulated and assessed for new cross-disciplinary abilities, SCANS assessment was introduced at the Humboldt Park Vocational Education Center IHPVEC), two new formalized agreements were created—one with a feeder high school, one with a senior college and linkages were created between pre-credit and developmental credit faculty. Current Instructional Priorities, listed in Focus Question C-2.3, build on the 1995 list and are written in a more generalized form with defining activities listed beneath each main priority statement.

Administration Priorities for 1995 center on cost-effectiveness in operating programs and services at the three campuses of the college, implementing District initiatives in new systems development, developing the HPVEC site into a fully operational center, and improving recordkeeping practices in both divisions at Wright South. Again, each priority was addressed--cost-effectiveness was maintained in both academic and service areas, college staff is undergoing continual training to master the intricacies of the new District systems, HPVEC has evolved into a fully operational site with only the Practical Nursing Program waiting to start in June 1996, and streamlined recordkeeping procedures have been instituted in the ALSP division at Wright South, with office reorganization planned in the coming year to assist Adult/Continuing Ed records management. The current Priorities Statements recognize these actions and have been appropriately modified.

The final area, Public Service, set 1995 priorities that addressed improved access to college facilities and resources, improved strategies to reach the public for School-to-Work initiatives, and continued service as a cultural and community resource. The list of current priorities recognizes the activities and accomplishments in each of the 1995 areas and incorporates them into reasonably similar statements. Specific highlights like Wright South's designation as a One-Stop Career Center are included in the new Priorities listing.

Item 3: Key Decisions: Key decisions made based on the findings in the 1995-96 PQP/Program Review initiative included the following:

- formal elimination of the credit Office Information Systems (Secretarial Science, program,
- elimination (as a result of improved competency assessment) of the HPVEC Field Service Technician program and review of the three remaining programs,
- application and acceptance of Wright South's Workforce Preparation Center as a site for Chicago's second One-Stop Career Center,
- approval of a revised set of general education program objectives and beginning strategies for assessing those objectives.

C-2.4: Executive Summary

PROCESS AND INVOLVEMENT:

The Board of Trustees at Danville Area Community College plays a very active role in providing direction for the PQP/Program Review initiative and establishes campus priorities as it reviews the following issues, concerns, and data on a monthly basis: budget, finance, and grant funding; enrollment; student persistence and completion data; program offerings; student and academic services; personnel; and college relations.

Establishing priorities based on the institutional data, community needs and concerns, and federal and state initiatives allows the Board to guide the college by adopting policies that are needed to meet the demands of our stakeholders.

The following are examples of the Board's dedication to guiding the college:

- Annual strategic planning retreats with Administrative Council
- Completion of Continuous Quality Improvement training
- Requesting further research and follow-up data for areas of concern
- Participating in ICCTA meetings
- Attending various conferences sponsored by the American Association of Community Colleges and the Association of Community College Trustees
- Student Trustee participation in the Student Advisory Council sponsored by ICCB
- Participating in and approving a strategic planning process through which priorities are established.

The Danville Area Community College campus community is very involved in the PQP/Program Review initiative. Since many campus policies and procedures are designed to work through need, quality, and cost indicators, our departments and divisions automatically work with the same strategies and goals in mind. Our Continuous Quality Improvement initiative (CQI) and our Long-Range Strategic Plan also guide us to set priorities based upon sound principles and goals, such as those utilized in PQP/Program Review.

The actual review process itself starts in each department, division, office, and/or classroom. Faculty, staff, and administrators all take an active part in assessing, reviewing, and prioritizing their services and programs. The Institutional Accountability office helps coordinate the entire PQP/Program Review initiative, but the actual "work" is completed throughout the campus. Each department/division completes in-depth reviews, utilizing several need, cost, and quality indicators to identify areas of strength and weakness. DACC believes in the "process" of the PQP/Program Review initiative.

The PQP/Program Review initiative is a key factor in the college's planning and priority-setting processes. As the college developed the Long-Range Strategic Plan, the collection of institutional data and stakeholder needs and concerns was utilized as the foundation of the plan. Since the Long-Range Strategic Plan has been developed, several departments and divisions, as well as campuswide teams, continue meeting to research the data further and revise strategies, activities, and goals as necessary. The college recognizes that our stakeholders' needs are constantly changing. Through common priorities and continuous planning efforts, the college should successfully meet the challenges of the future.

PRIORITIES:

As a result of our 1995-96 PQP/Program Review activities, several actions have been taken to work toward and enhance our Priority Statements. Initiatives taken are listed below the highlighted Priority Statements.

1. **Develop a planning and renewal process that will allow the college to adapt to change.**

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Several activities were held throughout the fiscal year to further this priority and as part of our program review process. Faculty, staff, and administrators participated in a Continuous Quality Improvement Planning Day where the focus was on our top three shareholders: students, consumers, and employees. Diverse campus teams have visited Halton College in England and workforce preparation leaders in Germany to benchmark practices. Several departments and offices benchmark practices at other community colleges and universities too. The college is developing a plan to re-engineer the instructional area of the college, as well as create a team to develop rapid response strategies and guide the process of change.

2. **Encourage excellence in all programs and services.**

To encourage excellence in the past year the college has acknowledged the need to increase funding for professional development. During fiscal year 1996 faculty, staff, and administrators participated in 36 hours of Continuous Quality Improvement training. The training efforts of the college have improved communication flow, teamwork, and customer service.

3. **Identify and exceed the expectations of students and shareholders.**

Surveys and planning initiatives were the result of the college's efforts for this priority. The college administered a Student Satisfaction Inventory survey to students measuring the satisfaction and importance level of several expectations. Two hundred nonretained students were surveyed to find out why they were not enrolled any longer and what services and programs they were or were not satisfied with. The results of both surveys have been shared with the entire campus to help us improve our services and programs toward their needs. The CQI Planning Day allowed us to focus on the needs of our shareholders. Several of the identified issues have been assigned to teams, departments, or divisions for further improvement of our strategies and action plans.

4. **Improve the environment for working, teaching, and learning.**

The college continues to encourage diversity on the campus through various initiatives. The college received a grant through IBHE to concentrate efforts on the recruitment and retention of minority high school students who have the potential to attend college. The campus master facilities plan is also in progress to improve our environment. The college will start construction on the new Child Development Center in the fall of 1996.

5. **Increase retention and improve student success rates.**

Several improvements based on our shareholders needs have been made in our programs and services. Departments and divisions rely on surveys, advisory committees, and various data analyses to make decisions throughout the year. A staff development day focusing on recruitment and retention was held this past year to show everyone how we can all make a difference in our students' success. Data is being collected on why students are dropping courses. The college has hired an Adult Recruiter on a consultant basis. Follow-up data on occupational graduates will improve with the decision to survey all students graduating from an occupational certificate and/or A.A.S. degree. Occupational competencies have been developed for every occupational/technical course to provide students and employers with skills-related data.

6. **Increase and improve service to the district.**

Through the Business & Economic Institute, the college plans to offer programs and services, providing leadership in the area's economic development. A Training Accounts Specialist was hired to sell customized training and provide assessment services to help local business determine their

training needs. Several campus leaders and academic divisions have also taken the initiative to go out into the college community to expand partnerships.

KEY DECISIONS:

Several important decisions were made as a result of our 1995-96 PQP/Program Review initiative. Many of the actions taken as a result of our Priority Statements are listed above. The following are actions taken to improve efficiency and productivity through reductions, consolidations, or eliminations:

- Eliminating our Developmental Science 099 course to reduce redundancy in course content.
- Decreased faculty advisement hours.
- Reviewed, prioritized, and revised the distribution of student worker/student employee help based on the current and future needs of the college.

Actions taken to enhance the quality of our programs and services follow:

- Hired an Adult Recruiter on a consultant basis.
- Received a Cooperative Worksite Learning grant which allows students to receive paid work experience in an area related to their program of study.
- The Job Training Partnership relocated its offices off campus to be close to the Illinois Department of Employment Security in order to improve customer relations and services. A satellite office will be open on campus twice a week.
- Added several courses: GRMN 101 Elementary German, BOFF 130 Windows, BOFF 225 Excel, BOFF 226 Access, BOFF 227 Powerpoint, BOFF 228 Microsoft Word, BOFF 229 Microsoft Office.
- Added an Associate of Science in Engineering degree.
- Added pneumatics training to the Industrial Maintenance curriculum.

C-2.4: Executive Summary

Faculty Roles and Responsibilities

The Board of Trustees and the Faculty Association both recognize that providing quality higher education for the residents of the college district is their mutual aim. Actions regarding tenure promotion and salary policies at the college are regulated by the college's collective bargaining agreements.

Faculty review is tied to the College of DuPage mission and philosophy which, in part, state that "Our primary commitment is to facilitate and support the student's success and learning....to ensure quality, we are committed to continual assessment and evaluation." To that end, all faculty are evaluated regularly and the evaluation process incorporates student reviews, self-evaluation, and observation of teaching. The developmental aspects of this evaluation process are used to keep faculty focused on the impact of their teaching on student learning.

The design of the salary schedule attempts to reinforce the college mission which states in part that "to achieve this mission, the college will: recognize, develop, and support excellence in both learning and teaching." The salary structure for full-time faculty at the College of DuPage incorporates four Ranges, with a fifth Range which is based on merit.

As a part of the college's restructuring this year, a new emphasis has been placed on enriching our faculty development program and on making developmental activities more accessible to faculty. On April 15, 1996, a new Center for Faculty Development and Instructional Projects was opened at the college. The Center has integrated two former offices, the Teaching Center and the Office of Instructional Design. In response to a clear institutional focus, a new curriculum for faculty which focuses on use of technologies to enrich teaching and also to improve communication within the institution was introduced this spring.

College of DuPage faculty have made significant publishing and creative contributions in their disciplines and as educational projects that have supported students. The contributions of the faculty remain a cornerstone of a quality faculty. On a regular basis by the College of DuPage Board of Trustees, more than 80 faculty are honored and recognized for their creative contributions to the college and their disciplines.

Governing Board Involvement

The Board of Trustees played an active role in the revision of our college mission in 1995. By participating in the development of and ultimately, approving the college's Mission Statement, the Board laid the groundwork for much of the planning that is currently being carried out. The Board ensures that planning is done well, and that they have the opportunity to review significant planning efforts in a fashion which allows them to offer advice and council on key issues.

Annually Updated Priorities Statement

In last year's Priorities Statement, we addressed our effort to reorganize our academic administrative structure and to modify our overall approach to planning and its impact on establishing priorities. Our reorganization efforts have been achieved. We will continue to monitor those changes in order to establish their impact on our institutional effectiveness. We will continue our focus on revising and strengthening our planning process during the coming year. It is a key step in our efforts to be as effective as possible in establishing our institutional priorities.

C-2.4: Executive Summary

Item 1. Process and Involvement

Under the policy governance model adopted by the Board of Trustees, the College Planning Committee, chaired by the college President, drafted and recommended to the Board a five-year Master Plan to be updated every two years. The College Planning Committee represents a broad cross-section of the college community, including administration, staff, faculty, students, and presidents of the bargaining units. After extensive study and deliberation, the committee drafted a vision statement, a statement of shared values, a mission statement, and institutional goals. The committee also identified institution-wide planning priorities to be addressed in the next two years.

The committee considered PQP/Program Review data, division and department plans, NCA Self-study reports, area experts, and an environmental scan of the district. Informational forums were held in which district and regional experts addressed the critical issues facing the college. Collegewide input was solicited through mailings to employees and through standing committees. The Board of Trustees reviewed the committee's document at a May workshop, made modifications, and adopted the plan in July 1996.

Item 2. Priorities

The Master Plan outlined five priorities to be addressed in 1996-1998: (1) Install New Computing and Information Systems; (2) Develop the college's Human Resources; (3) Implement an Institutional Effectiveness and Assessment Plan; (4) Improve Curriculum, Student Access, and Retention; and (5) Promote Workforce Training and Economic Development. The actions and strategies to be employed in addressing each priority were articulated. The responsibility of accomplishing each priority was assigned to a specific individual. The FY97 budget planning was based on these priorities.

Item 3. Key Decisions

Within this context, the college has engaged in organizational analysis relative to the distribution of workloads, greater efficiency of operations, and making the maximum use of electronic resources. As a result, the following actions were taken: (1) two vice president positions were eliminated; (2) reorganizations were made among the divisions in which programs and faculty were shifted to different deans; (3) decisions were made to not fill some positions; and (4) decisions were made to proceed with major investments in technology for infrastructure and an integrated computer system.

C-2.4: Executive Summary

William Rainey Harper College is "...dedicated to providing excellent education at a reasonable cost, promoting personal growth, enriching the community and meeting the needs of a changing world." This mission is realized only by continuous monitoring of what the college provides and what its constituents require. The monitoring, to a large degree, is accomplished by the PQP/Program Review initiative.

Process and Involvement

The role of the Board of Trustees in providing direction for the PQP/Program Review initiative is most evident in their objectives for 1995-96 that emphasize college reporting on "efforts to prepare students to live and work in an international/multicultural society, to strengthen programs using benchmarking with institutions whose programs are identified as models," strengthening "relationships with district high schools with increased emphasis on attracting the best and increasing the percentage of high school graduates enrolling at Harper College," and providing support and encouragement for the teaching/learning aspect of the college.

In 1991, the Board of Trustees approved the Preferred Future Strategic Plan. From that beginning and the PQP/Program Review initiative, strategies were identified under each of the three state initiatives: *Priority, Quality, and Productivity*. For each state initiative, the first strategy is at the unit (program, department or service) level, the level closest to the student or customer, and is focused on program review. The second strategy level is concerned with systems and combines related units into clusters. The third level is the institutional level. Outlined below are the specific, focused, strategies for each initiative.

Priority
1. Unit planning
2. Systems planning
3. Preferred future

Quality
1. Unit improvement in program review
2. Process and systems improvement
3. Continuous improvement

Productivity
1. Unit and operational analysis
2. Institutional effectiveness
3. External assessment

The Board of Trustees is directly involved at level three of each initiative, through direct participation (such as at the recently completed priorities workshop), through the goals it adopts, and through its visible support of various college initiatives, such as the Technology Plan.

Priorities

The 1995-96 priorities were categorized into nine areas: Teaching and Learning, International/Multicultural, Business and Industry, Community Partnerships, State of the Art Technology, Environmental Protection, Quality Improvement, Employee Potential, and Funding Sources. Improvements were made in each area last year. Some of the priorities remain important and are incorporated in the 1996-97 priorities statement. Progress in each area is discussed below.

Teaching and Learning: The college offered a wider variety of courses on 4-week, 8-week, 12-week, and 14-week schedules and several more open entry/open exit sections of courses were developed. A

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study of the "learning communities" was completed and additional "learning communities" offerings are planned.

International/Multicultural: The college has provided several activities and programs that focus on multicultural and international interests by, for example: sponsoring "Cultural Connections" through Brown Bag Seminars; Black History Month Celebration; Hispanic Heritage Month Celebration; Asian Pacific American Month Celebration; providing middle school mentoring through the LatinosUnidos Student Organization; establishing an African American Student Association; providing preorientation for Asian, Hispanic, African American, and Native American students; providing Sensitivity to Diversity Training for faculty, staff and students; providing a course on diversity, and undertaking a Minority Student Transfer Project (HECA funded).

Business and Industry: The college provides on-site training for corporate services clients and actively seeks partnerships with industry groupings and/or associations, such as the Private Industry Council. Last year, the demand for training and education programs represented a 65 percent increase over the previous year. In addition, the college seeks advice from industry personnel concerning potential course offerings.

Community Partnerships: The college participated with High School Districts 214, 211, and 220 to hold Career Expo '96, an event that exposed high school students, Harper students and community members to career and employment opportunities. In conjunction with several area junior high schools, the college began the GEM ("Going the Extra Mile") Award to acknowledge community service and volunteer efforts in the middle schools and junior high schools located in the district served by Harper. Harper College hosted the Northwest 2001 Regional Conference in May, 1996. This group is a partnership of community, business and education leaders, coming together to identify and plan priorities for the northwest suburbs.

State-of-the-Art Technology: The college is entering the second year of its technology plan. Additional equipment has been provided (e.g., for computerized placement testing), training for faculty and staff is ongoing, and a professional/technical position was filled to provide support for faculty using high tech/multimedia in their classrooms.

Environmental Protection: The college has prepared a proposal for a one-year Environmental Studies Program to be submitted to the Curriculum Committee next fall. In addition, the college prepared a manual on Bloodborne Pathogens for distribution, developed a Chemical Hygiene Plan currently in the review process, developed a report on prairie grass revealing existing and proposed areas on campus. Accessibility and safety issues are being addressed, such as equipping additional entrances to college buildings with automatic doors and surveying of campus lighting.

Quality Improvement: The college has continued to implement quality initiatives, including the training of 75 faculty and staff, increasing unit planning to 60 percent, providing a Customer Service Initiative all day training session for staff, increasing interdepartmental information sharing, obtaining baseline information concerning bureaucratic issues to be addressed, changing the focus of the Student Affairs Quality Effectiveness Team to Customer Service measures, organizing the first Employee Recognition and Award for Quality Service to the college by an individual or team, and organizing several conference presentations of various quality processes and outcomes.

Employee Potential: The college hired a training specialist to establish a collegewide employee based development program, offered two in-service sessions focused on the importance of internal communication, and encouraged participation in established programs by providing release time. For faculty, the college has appointed a Faculty Development Coordinator to assist faculty, and developed a collegewide mentoring program to supplement department mentoring programs.

Funding Sources: The college has hired a full-time professional as assistant director of grants, increased the number and dollar level of public grants to over $3.6 million, improved monitoring and accounting support, and improved reporting to the Executive Council and Board of Trustees.

Key Decisions

The Executive Council reviewed all newly vacant positions in conjunction with the results of the PQP/Program Review initiative resulting in consolidation and elimination of some positions. For example, the career

transition function and career development function were consolidated into one function. There was a reorganization in Student Development resulting in a savings. Also, there was a major restructuring of the Departments of Real Estate and Business Information Management and an increase in service to business and industry with no increase in the educational fund budget.

C-2.4: Executive Summary

Heartland Community College is a dynamic, diverse, and growing institution, which is reflected in the FY97 program review. The college's focus is on providing the teaching excellence and support services necessary to optimize student chances for success. With this goal in mind, the college committed time and resources toward the following:

1. The continual development of full-time and adjunct faculty. In addition to offering several on-campus training opportunities for faculty, Heartland has developed a professional development system for adjunct faculty.
2. Enhancing student access through alternative delivery systems for instruction. Included in these alternative delivery systems are Interactive Television and Open Learning programs, both of which Heartland has been working to continually develop and refine.
3. Development of programs and activities designed to respond to community and individual needs. Included in these programs and activities are Heartland's Community Education and Corporate Education programs, which have been undergoing rapid expansion.
4. Participating and providing a leadership role in state initiatives, including Education-to-Careers.
5. Continually integrating technology into classroom instruction. Activities related to this factor include the piloting of several courses that utilized internet and multimedia as a teaching tool.
6. The development of an institutional Diversity plan. This document was the product of college and community collaboration, and includes both recommendations and an assessment plan.
7. The development of a permanent campus. An architectural firm was selected for this process, and the college is in the process of soliciting feedback for "ideal" set-up.

Heartland's goals for the coming year also reflect the focus on student success. Included in these goals are the following: 1) continuing to focus on student learning and education quality through engaging students more fully in their learning and implementing effective assessment strategies; 2) maintaining and strengthening faculty development for full-time and adjunct faculty; 3) continuing efforts to maintain students academic preparedness; and 4) the planning of the permanent Heartland campus facility.

C-2.4: Executive Summary

Item 1. Process and Involvement

The establishment of strategic and annual priorities is a process that involves all at Highland Community College. Organizational, departmental, and personal professional objectives and priorities are interdependent and built upon the concept of continuous improvement. They are also designed to meet the needs of the communities served by Highland and the needs of learners in order that the institution may achieve its mission of shaping the future by providing quality education through programs and services that encourage the personal and professional growth of the people of northwestern Illinois.

The Board of Trustees reviews and sets priorities on an annual basis. These are presented through collaborative efforts of the Board, administration, faculty, staff, students, and community partners. Each area of the college is charged with the development of activities that support and advance these priorities. Each individual in each area is asked to develop self improvement objectives that advance the departmental objectives. Progress on these objectives is reviewed on an ongoing basis.

In the development of institutional and departmental objectives, state directions, community needs, and federal initiatives are considered. Attainment of past goals and objectives also plays a key role in the development of institutional directions.

The Board of Trustees not only meets monthly to cover necessary business and to hear status of the district reports from various departments in the college, but also meets quarterly in retreat to hear in depth reports on progress and the environment affecting the college. The President meets monthly with the Cabinet made up of mid- and upper-level administrators, faculty, and support staff. Implementation occurs through cross functional teams, task forces, and committees. Reports, minutes, and progress are shared with all.

The PQP/Program Review initiative is not only generated with this process, it is part of the process. Continuous improvement takes into account all customers served. ICCB is a customer of Highland as are students, businesses, community groups, and others who use the services provided.

Item 2. Priorities

The list of priorities presented in the college's FY95 PQP/Program Review Report were set up as strategic priorities with specific activities designed to advance the priorities. Through the FY96 PQP/Program Review process all of these items were again reviewed as to their state of progress. The college has improved retention, has reorganized its personnel office, added professional staff to the Learning Assistance Center, added a distance learning site, completed energy conservation/cost reduction project, reorganized MIS functions, reorganized Dean and Vice President level administration, added a Graphic Arts Certificate, finished the fiscal year with a budget surplus, received a ten-year accreditation from NCA, and improved services provided to students.

The college has also reviewed the mathematics, auto body, auto mechanics, business administration, early childhood education, and hospitality management curricula. In support of these and all programs offered at the college, all student support systems were reviewed as well.

Item 3. Key Decisions

There were several important decisions and choices that were made as a result of the FY96 PQP/Program Review Process. These ranged from additions, deletions, and reorganizations to continued monitoring.

One key decision was to complete the development of a Master Schedule and to alter registration times for students. This was "key" because this led to changes in academic advising, marketing, recruitment, work organization, and class scheduling. This will be monitored in FY97 and results reviewed.

Another key decision was to reorganize Adult Education, Continuing Education, and Workforce Development in the Community and Corporate Education Division under the supervision of a Dean. This was "key" for several reasons. It gives these areas of the college status equal to other divisions; it eliminates redundancies in outreach services and systems; it adds to the resources available to each department; and it can be the entrepreneurial division on the campus that involves all divisions and personnel.

As retiring faculty are replaced, as savings are realized through administrative restructuring, and as efficiencies in processes are realized, it became apparent through the program review process that resources needed to be reallocated to advance the campus technologically. The application of technology to instructional strategies, administrative services, and student services is a foundation for faculty and staff development and service to students. The funding of this ongoing effort is critical to the progress of the college.

Highland Community College is headed in the right direction. As the NCA reported, the faculty are well prepared and committed, the staff are committed, the community needs are considered, and the students are well served. However, continued progress is essential to the institution.

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Development of the annual PQP/Program Review Report has been integrated into the planning and budgeting cycle of the college. As part of this process, the college provides historical data from the past five years to departments. Analysis of this data provides support for recommendations that result in program and department improvements, as well as greater efficiency and productivity.

For instance, two previous programs of Diesel Mechanics and Agricultural, Industrial, and Outdoor Power Technology have been merged into the new Diesel Powered Equipment Technology. The merger permitted an overall department reduction of two full-time faculty positions that were not replaced after retirements. Enrollment has remained stable, and the number of credit hours has increased 34 percent.

Other major initiatives prompted by the process include the following:

- incorporating computer tutorials for students in a number of occupational and transfer courses
- revising curricula in response to community needs, enrollments, and costs
- establishing a Precision Machining Alliance or consortium to develop three pre-apprentice programs in Manufacturing Technology
- automating recordkeeping and reporting in Student Services offices
- revising noncredit course offerings in response to participant surveys
- expanding the number of sites for noncredit offerings
- securing additional external funds to support Public Aid students
- adding adaptive computer capabilities for students with disabilities
- expanding student activities
- establishing a Center for Nonprofit Excellence
- reviewing all staff vacancies to determine possible reductions or reassignments
- collaborating with six area hospitals to reduce college and employee healthcare costs
- installing a teleregistration system to improve student access
- upgrading the telecommunications system to add voice mail and other features
- developing a computer migration program to provide upgraded desktop computers for faculty and staff
- providing an extensive on-campus training program to faculty and staff for best use of campus telecommunications and other technology

C-2.4: Executive Summary

The Priorities, Quality, and Productivity Report provides the college with another tool with which to analyze the efficiency and effectiveness by which the college meets the instructional and student support service needs of students. Combined with the college's assessment plan, it provides the college with a more clearly defined picture of which college programs and services are in need of revision.

The A-1 (Instructional Programs: Occupational), A-2 (Instructional Programs: Academic Disciplines), A-3 (Instructional Programs: Developmental Education), A-4 (Academic and Student Support Programs), A-5 (Overall Academic Productivity), A-6 (Administrative Productivity), A-7 (Public Service Productivity), and their accompanying B Forms, enable the college to examine almost all facets of college operations according to their separate function. In addition, the B Forms guide the college in examining the current and projected application of college financial and personnel resources.

For example, the Fiscal Year 1994 and 1995 PQP Reports and the Fiscal Year 1995 Assessment Plan's Annual Report Card indicated that although student support services--recruitment, advisement, and placement were generally adequate--they would probably be more effective if colleges were able to have additional full-time personnel available in their student services offices to provide these services on a one-to-one basis. In addition, it was also believed that student persistence rates would also increase if more student support services staff were available to provide academic and career advising. Consequently, four new full-time career advisor positions were created for Fiscal Year 1997--one position for each college student services office.

The Fiscal Year 1996 PQP Report indicates that there continues to be a valid need for our evaluated programs. Generally, our instructional and supporting programs are cost-effective. The June 1995 *Data and Characteristics of the Public Community College System* shows that IECC had the lowest net instructional unit cost in Fiscal Year 1994. This is a clear indicator of fiscal efficiency. The same publication also shows that IECC was tied with Southeastern (30.83) in the number of FTE generated per 1,000 population. This strongly indicates that the college is effective in providing instructional programs to residents of District #529.

In summary, the Fiscal Year 1996 PQP Report substantially reinforced what the college had already surmised--the college is generally effective in meeting educational needs and also efficient in the management of fiscal resources. However, the PQP report also indicates that the college absolutely must place more emphasis on student persistence if the college is to continue to be both effective and efficient.

C-2.4: Executive Summary

Item 1: Process and Involvement

The Board of Trustees has asked that the college develop a strategic plan for the future. It also has asked the administration to enhance its marketing effort to increase the market of students willing to enroll in programs and courses offered by the college. These priorities have been made part of the cornerstone of the new college president's agenda for the near future.

The program review has eliminated several faculty positions during the past year. Board approval of such reduction in force was obtained.

Item 2: Priorities

Priorities listed in the 1995 PQP report were focused upon by the administration throughout the past year. They were used to make periodic reports to the Board of Trustees. Increased outreach efforts, physical facilities improvements, expanded telecommunications, working with additional secondary and elementary schools were all part of the outcomes from last years' priorities.

Item 3: Key Decisions

1. Sixty-seven faculty (full- and part-time) were evaluated in their classes.
2. IVCC students were found to be #1 in grade point average at Illinois State University (49 community college campuses in Illinois).
3. Over 100 course syllabus were updated.
4. Supervised computer laboratories with "assistants to instruction" improved the delivery of computer services to students.
5. Six of the seven faculty positions that were reduced were not replaced. Efficiency was improved in several instructional areas.
6. Telecommunication courses were added into two area secondary schools. Two other state colleges traded classes via this method with IVCC.
7. The physical facilities were enhanced: Main entrance; replacement of air conditioning units; and new automotive facility hoists were replaced.

The Board of Trustees were able to make significant improvements to the college's quality of instruction, efficiency of operation, and physical facilities through the previous years' priorities.

C-2.4: Executive Summary

John A. Logan College has continued to experience substantial growth in enrollments over the past year. The Fall 1995 enrollment of 4,897 baccalaureate and career education students was the second highest ever, while both the spring 1996 and summer 1996 semesters set record enrollments for the college with 5,057 and 2,669 students enrolled, respectively.

The college's continued growth in enrollments has brought about the need for more classroom and office space. The college is currently planning a $16 million building project which will supply 20 classrooms, eight computer labs, 16 special labs, two special rooms, 49 offices, and a 20,000 square foot multipurpose room. The total project will add approximately 130,000 square feet to the existing structure. Four million dollars of the project is being funded by local taxpayers through the sale of bonds passed at referendum. The remaining $12 million is being funded by the state.

In addition to the need for more space, the record enrollments have also caused the college to hire six new faculty positions for FY97. The addition of these faculty members will put the college at 70 percent full-time instruction of courses offered.

Internal and external funds totaling over $710,000 received by the college in FY96 have been targeted for technology enhancements for all programs.

This year's PQP report contains a review of the college's Humanities Department. As a part of this review, an extensive analysis of all courses in the Humanities Department was conducted. Humanities courses continue to be strong, with 1,884 students enrolled fall 1995 and 2,043 enrolled spring 1996. The retention rate in Humanities courses was 78 percent in fall 1995 and 81 percent in spring 1996. Success rates were 74 percent in fall 1995 and 74 percent in spring 1996. Average class sizes for both semesters were 26.2 in fall 1995 and 24.9 in spring 1996. In addition, all of the major areas in the Department were below the statewide average for net instructional costs.

The college's ABE/ASE/Literacy program continues to be strong. In the past year, the Adult Basic Education program was recognized as a Center of Excellence in Adult Education by the Illinois Community College Board as a result of implementation of "A Career Journey for Adult Education Students." Nearly 90 percent of ABE students participated in this career exploration and development program.

The college's Center for Business and Industry has maintained its dramatic growth. In 1992-93, the Center's first year in existence, 2,270 persons were trained; whereas over 5,314 had been trained through the first three quarters of FY96. The Center is expecting to achieve new records in the coming year.

C-2.4: Executive Summary

Item 1: Process and Involvement

With the arrival of a new President, a major initiative is underway to 1) increase participation of college constituencies in planning and accountability activities and 2) integrate various key administrative functions: strategic planning; assessment; program review; the state Priorities, Quality, and Productivity program; and budgeting.

First, the increased participation will be accomplished through the expansion of the number of strategic planning teams and the number of town hall meetings or charettes. In the past, a single charette had been used to get community reaction and input, as well as broader college dialogue regarding the various teams' strategic planning recommendations. Several regional charettes will now be scheduled to increase community participation.

Second, a team will be constituted this fall to develop strategies to integrate the administrative functions noted above. The intent is to produce an integrated system relatively free of duplication tying programs and resources (including calendar) together more effectively.

Item 2: Priorities Advanced

The nursing curriculum is undergoing a substantive revision that will increase student access and program flexibility. The Quiz Bank effort that provides computer-generated quizzes to support classroom learning is being expanded to more disciplines as assessment results point to significant improvements in student retention and learning. The bookstore loan process has been modified as a result of the review process to provide loan amounts that better meet student needs without creating default problems. The office of institutional research and planning developed and implemented an abridged form of a program review activity. This activity uses the learning goals/outcomes of an academic program assessment plan as its focus. In addition to this two-hour timed format, faculty can opt to complete the review individually or with a full continuous quality improvement team activity. The COMPASS assessment and placement program was reviewed as a possible improved component of the college's developmental education program.

Item 3: Key Decisions

In 1996, the establishment of a new department that combines computer information systems programs and office systems programs in one unit will bring together software and hardware resources that will reduce duplication of those resources, as well as of learning experiences. The COMPASS assessment and placement program has been adopted to support the college's developmental education.

C-2.4: Executive Summary

Process and Involvement

Planning is an annual process which precedes the budgetary process and involves every organizational component of the college. Planning priorities are established by a committee representative of all employee groups. Departments and divisions across the campus are asked to identify strategies within their respective areas which will support the planning priorities. The President's Administrative Council (PAC) reviews the strategies and recommends to the Trustees the priorities and strategies for the year. In a half-day work session, the PAC meets with the Trustees to review and discuss the planning priorities and strategies, as well as the relationship of the priorities to the college's mission and the immediate and future impact on the college's financial status.

Priorities

Several priorities were established for the college last year. These priorities included reversing a declining enrollment trend; providing additional support to underprepared students; responding to the training needs of the workforce; integrating the latest technology into instructional and administrative functions; and continue to implement a student outcomes assessment program.

To address the declining enrollment program, a physical therapy assistant program was implemented, financial aid services were expanded to serve more students in a more timely manner and a multipronged program to encourage high school graduates to enroll at KCC was implemented. Honors in Escrow Program is one initiative. This program received a Bright Idea Award.

A comprehensive computerized learning lab has been established to address the needs of underprepared students. The reorganization of the Corporate and Continuing Education Department has enabled that department to be more responsive to workforce and employer training needs. As a result of a campuswide cabling project, computer capability will be available throughout the college. This will lead to greater sharing of resources.

Key Decisions

Several projects were implemented over a two-year period which led to enhanced operational efficiencies which made resources available to enable the college to offer some additional services and programs. The projects were a new gas purchase agreement and management service, the replacing of skylights, participation in the National Association for the Exchange of Industrial Resources (NAEIR) program, installation of a more efficient HVAC system, and the conversion of the interior lighting to more efficient florescent lamps.

C-2.4: Executive Summary

Seven occupational programs were reviewed using indicators of need, cost, and quality. These seven programs, Industrial Technology, Child Care, Automotive Technology, Business Management, Industrial Maintenance, Auto Body Repair and Teacher Aide, were continued with minor improvements.

Examination of overall academic productivity resulted in the reduction of the number of course sections offered and an increase in the enrollment in remaining sections, the extension of counseling services in the evening without increasing expenditures by changing staffing patterns, and an increase in shared resources by combining two computer labs.

A review of administrative productivity improved the efficiency of operations and provided an estimated $198,500 for reallocation in FY96. Efficiency improvements included the installation of new lighting, reduction in health insurance costs, revision of purchasing procedures, restriction of overtime for hourly employees, restriction of individual organizational memberships, and implementation of direct deposit for state grants.

A primary goal of the college is to ensure that teaching/learning remains at the forefront of the college's focus and that excellence in teaching/learning is supported. Faculty development is an integral part of this goal and the college mission statement. Faculty are funded from grants and the education fund to attend approved conferences, workshops, and seminars related to teaching and learning and to the faculty member's discipline. In addition, workshops to promote faculty development are conducted on campus at least six times per academic year. Both full-time and adjunct faculty are evaluated using a variety of components on a scheduled basis.

For FY97, the college formulated five goals in the areas of teaching/learning, student access and opportunity, resources, community partnerships, and accountability and specific objectives related to each goal. Each objective is assigned to an administrator, and administrators include these objectives in their annual goals.

Improvements in academic advising and career planning and job placement include linking counselor/faculty advisors to the campus computer system to access student information, providing each counselor/faculty advisor with internet access to articulation information from four-year institutions, and developing a computerized career assessment center.

C-2.4: Executive Summary

In summarizing the process and outcomes of the PQP/Program Review for FY96, the following outline addresses key provisions.

Process and Priorities

Board involvement in the integration of college annual priorities as it relates to the annual budget is a very important part of our process at Kishwaukee. The college begins its priorities' development process in the fall semester. Individual units begin discussing the next fiscal year's goals in mid-fall. An administrative team writes the preliminary college annual priorities which are then shared with all supervisors for comment and/or suggestions. These preliminary priorities are used to guide the college budgeting process which begins in February.

By February 1, budget sheets are distributed to individual units and departments for input. Supervisors evaluate these requests with college priorities, program review initiatives, strategic plan issues, and college fiscal guidelines in mind. The college president receives recommendations from supervisors related to the budget and priorities by April 1. The Board receives preliminary budget recommendations and the preliminary priorities from the president in either April or May at their board meeting. The president, or designated staff, provides information related to the priorities at the board meeting. The Board approves both the budget and annual priorities at the April, May, or June meeting.

During regular monthly board meetings, the president reminds board members when an item is related to the annual priorities that they approved for the current fiscal year.

Priorities advanced during the past year and those incorporated for this PQP/Program Review have been the catalyst and motivation for the following new initiatives and activities.

Workforce Development

Our review concluded that a more coordinated and enhanced career planning and job placement service was needed. This included the need for a larger facility to house these services in one location, an upgraded job placement software program, a full-time coordinator for this area, and development of this area into a satellite center under the One-Stop Center concept that would work in partnership with our district's primary One-Stop located in DeKalb.

A new job placement software package is being purchased with ICCB Education-to-Careers grant dollars. This networked software will allow job input from several locations on campus, student search capabilities, and automated job bulletin production. This system, or a stand alone system, will be available to search Illinois Department of Employment Security (IDES) jobs and access the Internet for job listings, such as those in the Chicago Tribune. In order to solidify a smooth transition between the One-Stop Center in DeKalb and the college's training programs, a new position has been created to work at the IETC office in DeKalb.

Key Decisions

Major decisions were made not only as a result of the PQP/Program Review, but in anticipation for it. For example, prior to review of the 470600 CIP programs, the college consolidated two areas--Agricultural Mechanics and Commercial Truck Technology--to create a reformulated program of Power Equipment Technology. Resulting from this initiative was the discontinuance this year of our Diesel Equipment Repair certificate which had demonstrated low enrollment over the past five years.

The decision by the college to become a full partner in the Illinois Employment and Training Center (IETC) in DeKalb was a result of indications determined by labor market studies, prompted by the PQP/Program Review. The college has participated jointly with Service Delivery Area Four's Workforce Development Board to serve through membership on that Board, working to coordinate efforts with the Education-to-Careers Partnership.

Further, following the trend of workforce development, the college has developed an Employment Resources Center to coordinate employment efforts by completers and others within our district. The college will seek to affiliate with the IETC as an authorized satellite office.

A new program developed, as a result of Program Review surveys, is the Therapeutic Massage Program which was recently approved by the Illinois Board of Higher Education. This is the first such program for community colleges in the state.

C-2.4: Executive Summary

The Priorities, Quality, and Productivity process at the College of Lake County is ongoing and fully integrated into the governance and management of college affairs. This executive summary describes how the college community is involved in providing direction to the college's PQP processes, how the college works to attain its priorities, and what key decisions were made to implement the PQP initiative during FY96.

Process and Involvement

Through the College of Lake County's comprehensive planning and budgeting process, the Board of Trustees is involved in establishing the annual priorities within the context of previously established goals. At both regular board meetings and special planning meetings, the Board reviews the goals and objectives and approves the activities which constitute the college's annual priorities. The board also approves the resources to accomplish these activities. Activities are developed at the departmental and divisional level and advanced through the Executive Staff. There are also collegewide meetings during which time faculty and staff have an opportunity to advance ideas concerning goals and activities. Area administrators monitor the achievement of activities throughout the year and report to the Director of Planning and Research at mid-year and at the end of the year. The results of these reports are reviewed by the Executive Staff. In addition to the emphasis on PQP throughout this process, all staff vacancies are reviewed by the Executive Staff to determine whether a need for the position still exists.

Priorities

Each administrative unit develops annual activities that implement the goals and objectives that have been established through the college's planning process. The accomplishment of these activities is monitored by unit-administrators and reviewed semiannually by the Executive Staff. During FY96, college activities emphasized the development of facilities, the completion of the North Central Association Self-Study process, the development of new technology to support instruction, and strengthening the workforce development through college programming and through a variety of partnerships. During the year, the college opened additional classroom, laboratory, office, and student support space at its Lakeshore Campus and continued work on the Multi-Use Building and the Performing Arts Building at the Grayslake Campus. The North Central Association Self-Study process was furthered through a successful site visit. The use of new technology was advanced through the growth of interactive distance learning, multimedia classrooms, and continued computer applications. Workforce development efforts were strengthened through college partnerships with the Lake County High Schools Technology Campus for cooperative program development and facilities use, the Lake County Economic Development Commission to support the Lake County Educational Summit, the Illinois Department of Employment Security and Private Industry Council to support the development of the One Stop Career Center, and the Lake County School to Work Partnership to support school to work initiatives.

Key Decisions

As a result of 1995-96 PQP/Program Review processes, key decisions were made concerning program development, continued program review, college organization and staffing, and a variety of quality enhancements. Most college programs were found to be sound although enrollment decline across most of the career programs continues to be a concern. The decline among traditionally aged students is especially salient. Programs in Automotive Technology and Autobody Repair were identified for further review because of concerns with issues related to quality and need. The college's divisions of Economic Development and Adult Continuing Education and Extension Site Services were combined into one unit, now entitled Community Education and Economic Development. One mid-level administrative position was eliminated, and greater efficiency will be gained. Quality enhancements included the addition of new programs in Multimedia

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Technology and Quality Technician, the revision of the Data Processing Program to the Computer Information Systems Program to reflect changing technology, the addition of new facilities, and the continued enhancement of technology. All of these decisions were important from a number of perspectives. In addition to the obvious cost savings in some instances and quality improvement in other cases, the most important aspect of these decisions is that the college continues to become an institution in which the entire community is involved in reflective practice and fact-based decision making.

C-2.4: Executive Summary

The Lake Land College PQP/Program Review Report reflects the college's continued commitment to work force development, teaching and learning, use of technology to deliver education within the college district, the continuous development of new curricula to meet the employment skills needs of business and industry, and the improvement of college physical facilities and resources. The report emphasizes the tight squeeze on the institution, which has been primarily caused by the rapid enrollment growth over the past eight years. As discussed in Item C-2.2, the members of the Lake Land College Board of Trustees are fully involved in assuring that the PQP initiative is incorporated in the overall planning of the college. The Board's individual members and subcommittees provide input into all areas of the college, including physical facilities, faculty development, student learning resources, workforce initiatives, outcomes assessment, and technology planning.

The program review section of the report analyzes data on nine program areas of the college. The analysis indicates that resources are currently being utilized to support those initiatives which have been given the highest priority through the PQP process. With the exception of one program, the report indicates enrollment growth at the institution. The Agricultural Power Technology Program has seen enrollment declines in the state; however, at Lake Land College, the enrollment has remained stable while job placement has grown. The Auto Body Program, which is conducted at the Vandalia Correctional Center, remains strong, and employment growth is expected to increase. The Automotive Technology Program enrollments have improved from low in 1994, with a job placement rate of 100 percent. The data indicate that the college has invested in technology to improve the offerings in this curriculum. In the Child Care Program, enrollments have been steady for the last five years, and the program is cost effective. The Human Services Program has seen constant enrollment for the past five years, and, in fact, the hours generated have doubled since FY1993. The projected growth rate in this area is 40 percent in the next ten years. In a like manner, the law enforcement program has seen steady enrollment and excellent placement, and the Art Program has had steady enrollment at the institution. The enrollment in the Small Engine Repair Program, which is offered at the Vandalia Correctional Center, has remained adequate. The Physical Therapist Assistant Program has seen enrollment increase each of the past three years. Completion rate is very high for this program, placement is full, and there is a 33 percent growth rate projected in this area in the next three years.

The Priorities Statements stress the college's immediate need for new instructional space and the continued improvement of campus resources, the development of a coordinated workforce action plan with increased opportunities for students to experience workforce learning, the implementation of an academic achievement outcomes assessment plan, and the implementation of a comprehensive and futuristic technology plan for the college by December 1997. This will ensure that all high schools within the district will be linked with the college. Also included in the Priorities Statements is the goal to continue to improve student learning resources at the institution through an expanded multimedia library and the availability of career planning information on labor market trends.

C-2.4: Executive Summary

Process and Involvement

During the spring of 1996, Lewis & Clark rewrote the campus strategic plan, involving each sector of the campus community. Each of the instructional divisions of the college has a strategic plan which is revised in the spring of the year as budgets are proposed for the upcoming fiscal year. Likewise, each department prepares an annual plan and budget proposal in the spring of the year. The college cabinet--a group of four deans, the college president, and chief fiscal officer--reviewed the executive summaries of the strategic and annual plans and have created a campus strategic plan. This plan was shared in a retreat meeting with the college's Board of Trustees, and a college budget resulted from those deliberations. The annual planning process incorporates the special considerations of the PQP/Program Review process to involve every sector of the campus community every year.

Priorities and Key Decisions

One of Lewis & Clark's major priorities in FY95 was to implement a strategic plan focusing on information technology. The design, completed and approved by the Board of Trustees in FY96, involves a five-year, $6.7 million Information Technology Plan which will be carried out through a contractual arrangement with IBM and Ameritech. This will help to expand the college's ability to keep pace with rapid changing technology both in instruction and support areas, as well as general administration of the college, while at the same time controlling costs for technology enhancements.

The college will continue to add more buildings to the existing computer-based energy management plan to further reduce expenditures for electricity and natural gas. The new science building, currently under construction, will be added to the energy management system in 1997.

The college also continues to annually review employment positions and the organizational structure in order to consolidate responsibilities and to continue to improve the effectiveness and efficiency of existing employees.

The cyclical function of the PQP/Program Review process provides an opportunity for the college to routinely evaluate its programs. As a result, the college continues to evaluate the effectiveness of its current academic and occupational programs, as well as the training needs of employers and the workforce. The impact has been that five programs have been discontinued while six additional programs have been added to the curriculum.

C-2.4: Executive Summary

LLCC's Plan 2001 is the fulcrum of excellent programs and services that the college provides annually to more than 30,000 men and women. Seven themes provide the underpinnings of our mission. These themes or institutional goals are translated into programs and learning experiences that provide students with a road map for success. Our commitment to students is demonstrated by a record of student success. A brief review of some of the college's more significant 1995-96 accomplishments under these themes include the following:

Educational Program Excellence. LLCC has developed a long-range institutional effectiveness plan and has completed Phase 1 of the first cycle. This plan, made up of two-year cycles, will carry the evaluation and assessment program through the year 2001. A second part of the assessment plan is an holistic approach to assessing the effectiveness of our general education program using a Cluster Analysis Model. The past academic year has also witnessed an enrichment and extension of our curricula. New interdisciplinary courses have been developed. LLCC's first study abroad program resulted in 23 students afforded an opportunity to study across three academic disciplines and two cultures and to earn 14 transfer credits.

Our guarantee of student success in the workplace attests to our success at preparing students for the workforce in that neither student nor employer have invoked these guarantees. Likewise, more than 71 percent of LLCC graduates earn post-transfer grade point averages as high or higher than their grade point averages at LLCC. Our Life-Long Learning Academy and College for Kids programs expand our services across the community to address the needs of all our citizens within the district.

Student Involvement in Learning. LLCC has increased efforts to involve students in institutional governance and provide avenues for their input into improving programs and instruction. For the first time, the Phi Theta Kappa Leadership course was offered to Honors students at LLCC. This course has produced a high degree of student interest and student involvement so that Leadership will be offered in 1996-97 to students participating in student government as well.

Understanding and Valuing Diversity. LLCC has employed 11 new instructors, four of whom represent new positions in response to a continuing growth trend. Seventeen percent of these new hires are minority faculty. Our Minority Center continues to serve our diverse student populations. Our plan to establish a more responsive and quality Center in central Springfield is part of our effort to recruit minority students and respond successfully to their needs and interests.

Excellent College Facilities. LLCC's Plan 2001 endorses a plan to repair and renew its decaying infrastructure and to identify funding for needed facilities to accommodate our growth. During this academic year facility projects have been numerous: replacing carpet in classrooms and heavily traveled hallways, replacing worn out and outmoded ceilings and lighting, repairing parking lots and outdoor lighting, providing a more responsive security system, identifying space off campus to accommodate growing needs at our Centers.

C-2.4: Executive Summary

A total of 12 occupational program, academic discipline public service, and student service areas were reviewed by faculty and staff during the 1995-96 academic year. Two of these, Developmental Disability Aide and International Business Studies, were identified as low enrollment certificate programs. In all cases, except for Industrial Engineering Technology which has been determined to be no longer viable as a degree program and will be withdrawn, areas reviewed will be retained with specific recommendations for maintaining/strengthening them to be implemented in the years immediately ahead. Further, the noted low enrollment programs, both of which are properly designed as mini-certificate "niche" programs, serving special-purpose local district needs, will also be continued with ongoing efforts directed at their targeted markets.

From a broader perspective, overall academic productivity was assessed through the systematic monitoring of enrollment, course scheduling, full-time to adjunct faculty ratio, and prioritization of new staffing needs. As a result, new full-time faculty positions in Biology, Fitness and Health, Mathematics, and Art are being added and staffed for 1996-97. Likewise, in the Public Service sector, the Center for Commerce and Economic Development a record number 1,758 current employees of area business and industry benefitted from specialized training during the past year.

Within the area of college administration a range of strategic initiatives were introduced in 1995-96. Among the most significant of these in terms of promoting the future infrastructure health of the college were the commitment/development of a state-of-the-art administrative computing and campus network system; additionally, long-term economics resulting from a variety of internal system improvements will also benefit the college in future years. These included: increased use of group purchasing; maintaining employee participation in paying for dependent insurance coverage; consolidating alternative delivery systems into a single department; and centralizing all billing to all internal and external clients.

Finally, through reallocation of existing funds start-up support for introducing a new certificate program in Dispensing Opticianry will result for FY1997. Other reallocation priorities which will benefit from this year's review process include additional marketing support for the International Business program, expansion in counseling service hours by part-time staff, increased staffing support for assessment services, and greater institutional support for student life programming, health services and student support services.

C-2.4: Executive Summary

1. The college is committed to establishing effective academic advising and occupational graduate tracking systems by upgrading technology and developing a plan for creating and implementing effective data intake procedures.
2. The college will conduct a needs analysis for auto body repair and for diesel engine repair in fiscal year 1997 and will develop a review calendar for its implementation.
3. The college intends to commit to faculty and staff training and development consistent with its published mission.
4. The new Board of Trustees has been and will remain wedded to the ideal of its appropriate role in approving policies and procedures in servicing both the short- and long-term goals of the college.
5. Because of its new status as an independent Class 1 Community College, Metropolitan has and will undertake a series of planning initiatives which recognize this new status.

C-2.4 Executive Summary

Item 1: Board Input; Process and Involvement

The Morton College Board of Trustees sets the overall priorities for the institution through the strategic planning process. The Morton College Strategic Plan is updated every five years through use of community panels involving the Board of Trustees as participants in a model patterned on the ICCB Vision 2000 model. Following the update of the model, a Morton College Strategic Plan is adopted by the Board. The entire campus community was either directly involved in setting of priorities through strategic planning or had the opportunity to provide input through public hearings. College priorities impacting the PQP Process were summarized as follows in the Morton College Strategic Plan: establish academic standards and benchmarks, increase institutional research, expand use of instructional technology, upgrade professional development programming, promote multicultural understanding, increase involvement with elementary and secondary students and staff, improve college marketing activities, enhance communication with business and industry, develop programs for orientation and retention of high risk students, and seek additional outside funding.

Item 2: Priorities--FY96

Morton College's institutional priorities as identified in the annual budget process were established in concert with the PQP Program Review process. The priorities and outcomes during FY96 are as follows:

Priority	Status
Write and implement a strategic plan.	Done
Develop strategies to enhance communication with the college.	Done
Install additional modules of the SCT (Systems and Computer Technology Corp.) administrative software.	Underway
Install a new telecommunications system.	Done
Upgrade microcomputer networks and establish a 486 standard.	Done
Connect Macintosh users to administrative network.	Deferred
Add four faculty offices workstations.	Done
Install network security and electrical protection devices.	Done
Install Internet and train staff in use.	Deferred
Refine course payment process.	Done
Install new networked microcomputer lab.	Deferred
Install CD-ROM card catalog in LRC.	Done
Complete distance learning classroom.	Deferred
Sponsor tournaments for community youth.	Done
Expand intramural program to involve more students in recreational activity.	Done
Conclude negotiations with the AFL and FOP unions.	Done
Continue medical cost containment efforts.	Done
Build additional space adjacent to LRC.	Underway
Obtain state funding for the new property.	Deferred
Remodel the reception area in the Office Of Admissions & Records.	Done
Paint the exterior metal surfaces of all college buildings.	Underway
Replace the snow removal vehicle.	Done

Apply for the Association of School Business Officials International Meritorious Budget Award for the FY96 Budget	Received
Meet all requirements with the budgeting process reflecting priorities.	Done

The PQP Process advanced these priorities by providing the factual input necessary to decision making for budgetary choices. The development of the new Morton College Strategic Plan and the Board of Trustees approval of that plan have tied program review to institutional priorities and decision making.

Item 3: Key Decisions

Morton College's institutional priorities as identified in the annual budget process were established in concert with the PQP Program Review process and strategic planning. The priorities and outcomes during FY97 are as follows:

Priority	Included in Strategic Plan
Replace one mathematics instructor.	Yes
Hire Director of Counseling and Assessment.	Yes
Hire a full-time academic advisor.	Yes
Hire a full-time support secretary in Adult and Continuing Education.	Yes
Hire a grant-funded microcomputer support specialist.	Yes
Conclude negotiations with the FOP and SEI Unions for security and maintenance personnel.	No
Explore medical insurance cost containment.	Yes
Provide more resources for training and professional development programs.	Yes
Install additional modules of the SCT (Systems and Computer Technology) administrative software.	Yes
Upgrade and maintain student and administrative microcomputer networks.	Yes
Expand the number of faculty offices with networked microcomputer workstations.	Yes
Improve microcomputer security.	Yes
Install Pentium workstations in selected administrative offices.	Yes
Install Internet on the microcomputer network for staff.	Yes
Implement on-line degree audit for use in academic advising.	Yes
Expand phone dial-in capability for college events and activities.	Yes
Install a computer-linked kiosk for student information on activities and financial aid.	Yes
Replace 12 Apple II-E machines in the Academic Skills Center with networked Pentium microcomputers.	Yes
Install a new microcomputer lab in 313-B capable of handling all current software applications.	Yes
Purchase six laser printers for the Information Processing Labs.	Yes
Upgrade the Information Processing Lab in 320-B to Pentium machines capable of handling all software.	Yes
Develop four classrooms with electronic image projection capability by procuring projection units.	Yes
Provide Internet usage through the microcomputer labs for students and instruction at Morton College.	Yes
Complete the distance learning classroom.	Yes

C-2.4: Executive Summary

In 1995-96, Moraine Valley Community College conducted a self-study in preparation for North Central Accreditation. The administrators, faculty, and staff in the division of Academic Affairs were integrally involved in the self-study, which resulted in a ten-year accreditation by the North Central Committee. During the year, numerous initiatives were introduced in the division of Academic Affairs, including a new program review process, or Program Accountability Standards System (PASS). All of the college's 84 degree and certificate programs were reviewed, with some of the programs identified for curriculum withdrawal or modification.

The division's faculty also participated in a strategic planning process, GOALS 2000, which focused on course and program development. The process enabled faculty and administrators to begin a three-year planning process, in the context of building a Learning Community on the campus. In keeping with this emphasis, a number of new initiatives were introduced within the division, including assessment activities for all programs and courses in transfer and career areas. The Assessment of Student Academic Achievement received approval by the North Central Association.

Two centers for teaching and learning were developed in an effort to promote greater coordination and collaboration across the division. The Center for Interactive Learning was designed to help faculty utilize technology and to develop new interactive instructional approaches. The Center for Advanced Studies and partnerships with four-year colleges and universities were developed to provide bachelor's and master's degree programs on the college campus. Partnerships with Elmhurst College and Governor's State University brought to the college campus degrees in business management, health administration, business and technology.

The Academic Affairs division also introduced new programs and courses which were directed at the returning adult student. One such program, the M/VIP Program, provides a carefully selected program of nontraditional study, special advising, registration assistance and social activities for adults who are interested in earning an associate's degree in liberal arts or business.

The Business and Industrial Technology Institute and the Continuing and Community Education units extended the college's resources into a variety of locations in the district. The division established a distance learning site at Christ Hospital and Medical Center, and courses were conducted by Moraine's faculty over a telecommunications network to reach the hospital's nursing and radiology personnel. Workforce preparation and school-to-work initiatives were introduced.

In its effort to create a campus educational culture where the primary focus is on the learner, the division of Academic Affairs introduced new initiatives focused at promoting productivity and communication across subdivisions. The initiatives that were introduced this past year and directed at enhancing this culture include the following: Chairpersons' Roundtables; Academic Technology Planning Committee; Faculty Development Annual Programs; Learning Challenge Grants; *Instructional Interchange* Reports, and Academic Advisory Teams.

Student use of advising services remains high throughout the entire year. Student feedback of these services is analyzed to continually improve effectiveness. A computerized academic progress report will be ready for student use next year.

The college Activities Office offers a full array of extracurricular programs for students with a special emphasis on developing student leaders. The newly implemented Community Service/Volunteer Program will be enhanced by adding more sites and technological support for computer matching of students with agencies. Increased marketing efforts will be implemented to increase awareness and participation in all programs.

Due to a slippage in enrollment, the Recruitment Office has increased efforts with high schools and community adults. A major priority is to increase technological support to establish query, sort and tracking capabilities of all inquiries. In addition, the staff works closely with the newly formed Recruitment Task Force to establish and coordinate campuswide initiatives.

Student Support Services offers a full array of services to all disabled students. Due to limited internal dollars, external funding will be sought to maintain and expand services for the expanding enrollment. An analysis of current services/staffing will also be conducted to make sure we continue to effectively serve the needs of this population.

A campuswide network was installed with cc:Mail and Internet to help improve communication both internally and externally, and to reduce paper costs and redundant efforts. For example, the college's committee minutes are now available on-line instead of on paper. Staff have more information available to them to do their jobs because of the features of Internet.

The purchase of a campuswide information product was completed. The product will provide information to students that staff now routinely provide at high cost. The new system, when installed, will completely reorganize our college Service Center and make it more student-friendly at less cost. The new system will allow students to use any personal computer or kiosk on campus to access information, such as their class schedule, grades, account balances, directions, and answers to frequently asked questions. In addition, the students will be able to self register, add and drop courses, and make payments.

The college enhanced the Energy Management System by upgrading the software, allowing additional areas of the college to be added to the computer scheduling of heat, lighting, and air conditioning. The software also allows the supervisor to access the system from a remote location reducing the call-in time needed by staff.

The college consolidated the purchasing of equipment, supplies and technology hardware and software along with establishing college standards for each. This consolidation resulted in the college receiving cost savings via volume discounts available on the equipment or licenses.

C-2.4. Executive Summary

The Oakton Community College Board of Trustees exercises general oversight over the institution; develops and approves policies regarding employees, students, finances, academic programs, and governance; and, through ongoing planning, annual budgeting, periodic approvals to receive grants, and monthly approvals of bills, assesses and sustains the financial health of the institution. All new units of instruction come before the Board for approval. Reports from academic and student affairs, given at each Board meeting, focus on specific topics, such as professional development, the use of technology in the classroom, academic integrity, and critical literacy. Board committees and attendance by Board members at numerous college and related community events provide additional opportunities for involvement in setting priorities, ensuring quality, and achieving high levels of productivity. Weekly reports by the President and monthly summaries of activities prepared by all units provide information, and access to the Internet and the college's internal e-mail system by most trustees expands the ways in which they engage in conversations and gather information about what is going on at the college. Oakton's Board of Trustees is cognizant of the appropriate role of board members and the extent to which individual members and the board as a whole should, and should not, micromanage an institution.

The campus community is engaged in the PQP/Program Review process through two primary means. First, all units participate in budget development and administration. This involvement prompts them to consider the allocation, reinvestment, and use of resources. Second, the college has a well-developed program review process that requires each unit to engage in an intensive review and self-study every five years. An Institutional Program Review Committee guides the process, offering a broad-based institutional perspective. Each program doing a review submits to the Committee an outline of its proposed process and components of a review, a draft report, and a final report. The Committee offers feedback, raises questions, and gives summary observations about the reports, including the patterns of evidence supporting assertions about program need, cost, quality, and future plans. Summary observations of the Committee are sent to the President's Council, along with recommendations for improving the program review process in the next year.

Item 2. Priorities

This year (1995-96) plans for remodeling the Des Plaines campus, particularly the library and instructional support services areas, were approved; construction will begin shortly. For the coming year (1996-97), moving this project along and beginning to plan for subsequent remodeling will be priorities.

In 1995-96 a committee to examine and recommend changes in the alignment of instructional divisions and to consider potential combinations of programs under the divisional structure was appointed. The committee's recommendations are now being evaluated by the president and the vice president for academic affairs. Deciding how to realign the divisions will be a priority for 1996-97, although implementation will probably not take place until the summer or fall of 1997. Since two deans are leaving their administrative positions this year, determining qualifications for new deans in the reconfigured structure, as well as revised administrative positions in other areas of the college, and then conducting searches will also be a priority.

On January 1, 1996, shifts in reporting lines were made to promote collaboration among degree and certificate programs and continuing education. Specifically, the Institute for Business and Professional Development is now a unit within the Alliance for Lifelong Learning. That department is now part of the academic affairs area of the College. For 1996-97, a priority will be to explore and implement additional ways to strengthen collaboration and synergy; for example, by permitting students to enroll in selected courses through either ALL or a college credit program, and by engaging college faculty members to teach courses through the Institute.

Work on the college's Technology Plan began in 1995-96; completing and beginning to implement the Plan will be a priority for 1996-97. This includes deciding what student information system to acquire and initiating installation and related training.

In 1995-96, a large number of professional development programs, workshops, seminars, and support for off-campus activities were provided to foster professional development activities in the areas of assessment, technology, and multiculturalism. In 1996-97, they will continue to be primary foci.

In 1995-96, a North Central Association Steering Committee with representation from across the institution was appointed. This Committee, co-chaired by two faculty members, developed and initiated a self-study process that requires each unit to prepare a brief self-study plan and then to submit initial reports. These unit-level self-studies center on key questions each area has identified as important for assessing its quality and performance. A special committee to develop a personnel survey was also appointed; during the summer of 1996 they will prepare the survey instrument, which will be distributed to all full-time and part-time employees in fall 1996. During 1996-97, the NCA self-study will continue.

Item 3. Key Decisions

Important decisions and choices made included decisions about combining all instructional programs into the academic affairs area; hiring a new vice president for academic affairs; examining administrative positions and beginning to develop new job descriptions to better reflect college priorities and needs for the future; committing to a plan for remodeling the library, instructional support and Alliance for Lifelong Learning spaces at the Des Plaines Campus; eliminating the low enrollment Personnel Management Certificate program; and initiating the North Central Association Self-Study, using a process that builds on the college's PQP/Program Review process. Substantial work was devoted to examining alternative student information management systems, with a decision to acquire a specific system to be made soon. This decision, regardless of the vendor selected, will have major financial implications for the college, including direct costs of acquisition and related costs for training and reengineering processes.

Observations about Oakton Community College in 1995-96 would be very incomplete if they did not include references to the fact that, in this year, the college's third president took office. Having been vice president for curriculum and instruction for ten years prior to her appointment as president, Dr. Margaret Lee was very familiar with the institution and communities. Nonetheless, she, in consultation with her colleagues, including the Board of Trustees, devoted important time and energy to learning the job of president, to sustaining the climate of collegiality that characterizes the college, and to considering numerous key administrative and staff changes that will occur over the next several years.

It is also important to note that at the very end of fiscal year 1995, Oakton occupied its new building at the Ray Hartstein Campus in Skokie. Culminating years of planning and construction, this move gives the college an outstanding facility in the eastern area of the district, replacing outmoded, inaccessible high school buildings occupied since 1980. Enrollments at the Ray Hartstein Campus rose dramatically, and faculty and staff are extremely pleased to be in a building designed to encourage use of state-of-the-industry technology, to foster productivity by locating related offices adjacent to one another, to expand opportunities for credit and noncredit learning, and to support student services activities. This facility was constructed entirely with local resources set aside over the years, concrete testimony to Oakton's prudent planning and excellent fiscal management.

Expand educational and recreational activities for youth.	Yes
Develop more intervention strategies to improve student academic progress.	Yes
Establish programs which support and encourage gifted students.	Yes
Revise the student orientation program addressing student preparation and expectations at Morton College.	Yes
Implement the GED test site for individuals wishing to obtain GED Certificates.	Yes
Complete the East Campus Site Development Project.	Yes
Replace roofs on the gymnasium and welding shed.	Yes
Build additional space adjacent to LRC.	Yes
Renovate air conditioning and hot water heating in the gymnasium.	Yes
Replace the last thirteen units of the energy management system.	Yes
Apply for the Illinois Association of School Business Officials and GFOA Budget Awards for excellence and financial planning.	Yes
Implement institutional priorities through the planning and budgeting processes.	Yes

These decisions are important because they are the result of the Strategic Planning and PQP evaluation processes which are directly tied to fiscal resources. Also this year, the Real Estate (REC) Certificate program was dropped due to low enrollment. The Data Processing Associate in Applied Science Degree program is being changed to the Computer Information Systems Program to upgrade its content and appeal based upon advisory committee recommendation. The creation of the new PQP Review Committee procedure in FY97 is the biggest quality enhancement being planned.

C-2.4: Executive Summary

Process and Involvement: The Parkland Board of Trustees helps establish campus priorities by being involved with the overall strategic and operational planning process. They attend the Futures Conference, which is held at Parkland and attended by staff and business and community leaders. The needs of the community expressed at the Futures Conference are incorporated into the college's strategic plan, which is then sent to the Board for approval. Additionally, the Board members express their opinions and desires regarding the types of programs and services offered by the college. They also relay comments, suggestions, and feedback from their constituents which, to a great extent, gauge how the college is meeting the needs of the people we serve. The Board also works closely with the president of the college in setting her annual goals related to campus priorities, evaluating her progress on these goals on a yearly basis. Parkland has a vital, involved Board whose overriding concern is the educational quality offered to all the citizens of our district. They stay abreast of local, state, regional, and national educational issues. Our Board always strives to ensure that the taxpayers of District 505 receive top value from Parkland. Because of their stewardship, the Board has earned the trust and respect of the people who elected them.

Parkland's mission and purposes statements, created and modified by representatives of the entire college community, drive our strategic plan, which in turn drives our operational plan, which in turn drives our budget, curriculum development, and annual plan of operation, developed through a shared governance process in which faculty and staff are key participants.

The PQP/Program Review Initiative is an integral component of the college's planning and priority-setting processes; it serves as a clarifying lens through which we can identify areas for improvement in quality and productivity as we strive to realize our chief priority-educational excellence.

Priorities: The PQP initiative and Parkland's strategic and operational planning processes synergistically yielded the priorities that were presented in the college's fiscal year 1995 PQP/Program Review report submission and those presented in this year's submission. These priorities, developed, refined, and implemented through our extraordinarily effective and efficient planning processes, were advanced through new initiatives or continuing activities during the past fiscal year as a result of 1995-96 PQP/Program Review activities.

We advanced our priorities in occupational and academic disciplines instructional programs by offering selected courses on an eight-week basis to allow increased flexibility and faster progression through some sequences; by offering more 7 a.m. classes, weekend classes, interactive distance education classes, and Business Training Center classes to maximize the productivity of Parkland's classroom and laboratory facilities; by converting vacated space into classrooms; by inactivating three programs and offering two new ones in response to community need; by removing 39 courses from and adding 17 courses to the catalog; by developing an Agricultural Training Institute to deliver agriculture short courses and more workshops; by developing an Honors Program; and by developing three-year improvement plans for three programs whose low enrollments are placing them in jeopardy. Through the Diversity 2000 Faculty Internship Program, we added three full-time faculty intern positions, offering recent college graduates the opportunity to teach full time for one year in a supervised community college internship as part of their preparation to assume tenure-track positions, as well as providing greater faculty diversity at Parkland College and in departments/disciplines with underrepresented groups.

We advanced our priorities in student support programs by implementing a telephone registration system, an electronic advising system for graduation auditing purposes, and the Federal Student Direct Loan program. We have also begun extensive remodeling of the Admissions and Records area for increased efficiency and maximum user-friendliness for students. Remodeling of some financial aid offices has yielded more productive work space and private areas for confidential discussions with financial aid clients.

We advanced our public service priorities by merging the Engineering Science and Technologies Department and the Business Training Center into the Technical and Business Training Center to better serve the training needs of district employers and reducing the cost of individual mailings by developing a collegewide publication focused on public service offerings.

We advanced our administrative priorities and productivity by implementing direct deposit of payroll checks; completing Phase II of Parkland's chilled water system to improve energy conservation; phasing in the use of optical scanning and electronic imaging to become more effective/efficient in terms of accuracy, time, and space; and by continuing improvements in institutional solid waste reduction.

Our professional development priorities have been advanced by the faculty leadership of the Center for Excellence in Teaching and Learning, responsible for professional development activities in classroom research, use of the Internet, and training in the creation of Parkland home pages on the World Wide Web; by providing multicultural and diversity training for faculty and staff; and by providing computer access to collegewide networked resources from each full-time faculty office.

We have found the overview and focus required for annual PQP/Program Review activities very helpful in our efforts to make an excellent institution even better.

Key Decisions: As a result of the 1995-96 PQP/Program Review initiative, the college made several important decisions and choices to enhance our institution's quality and productivity. We decided to continue to devote time and resources to the development of a faculty-driven, Parkland-specific plan to document student academic achievement; to form an Institutional Effectiveness Committee to review administrative and organizational processes; to expand our Diversity 2000 Faculty Internship Program; to retain the annual intensive leadership seminar for 20 faculty and staff members; and to increase the number of our interactive distance education sites.

These decisions were central to Parkland's pursuit of collegewide excellence on the threshold of a new century. We must constantly seek to assure that we can document our students' academic achievement-that our educational offerings have clear goals and measurable learning outcomes and that we are giving students top value for their money. We must also scrutinize our administrative and organizational processes to assure that Parkland is using wisely, frugally, and logically every available human, physical, and financial resource. We must assure that our increasingly diverse student population is reflected in our faculty. We must assure that our human resources are given the opportunity to develop their full potential to help lead the college in constantly changing global, national, regional, and local situations. We must assure that we address the educational needs of the residents of District 505 by making our offerings accessible through technology wherever practicable.

Programs and activities reduced, consolidated, or eliminated in order to reinvest resources to higher priorities include the inactivation of two Mass Communications A.A.S. programs in Advertising/Public Relations and Journalism, and one certificate program in Medical Sonography. Effective Fall semester 1996, midterm and final grades will no longer be mailed to students; they will be accessible by telephone electronically. We began work on consolidating recruiting and marketing activities by establishing the Enrollment Management Team to scrutinize all aspects of the admissions process, including winnowing a multiplicity of brochures and mailings. We have also begun to examine the college committee structure to eliminate duplications of charges and to align each committee with the college's statement of mission and purposes. By sharpening the focus of each committee and assuring relevant, logical membership, we hope to work smarter, not harder, and invest the saved time and energy in pursuit of other priorities.

Quality enhancements made in FY96 include starting extensive remodeling of the Admissions and Records area for increased efficiency and maximum user-friendliness for students and the remodeling of some financial aid offices has yielded more productive work space and private areas for confidential discussions with financial aid clients. We enhanced the quality of our response to District training needs by merging the Engineering Science and Technologies Department and the Business Training Center into the Technical and Business Training Center.

C-2.4: Executive Summary

Item 1. PROCESS AND INVOLVEMENT

Strategic directions are determined in an annual planning process that involves representatives of the Board of Trustees, faculty, administration, supportive staff, students and community in a strategic planning workshop. This is followed by distribution of a post-planning survey designed to gather feedback regarding the proposed statements and endorsement of the entire range of strategic direction. Major thrusts are reviewed in light of the college's organizational values *(Teaching and Learning, Community, Accessibility, Excellence,* and *Caring Concern)* to develop priorities. Each executive officer assumes oversight responsibility and works with various resource groups for attainment of the directions, including the development of specific actions, objectives and time frames. The path for the institutional strategic planning cycle is this: Organizational Values drive the Strategic Directions which drive the Budget Development; through the Budget, resources are set aside to accomplish the directions, with progress assessed through Evaluation Reports measuring overall Institutional Improvement. The PQP Initiative complements a process already active in our organization.

Item 2. PRIORITIES

The priorities adopted for Fiscal Year 1996 were Student Retention and Success, Public Image and Awareness, Institutional Effectiveness and Outcomes, Institutional Effectiveness and Productivity, and Utilization of Technology. The college counts the following accomplishments as evidence of its attention to the priorities it set:

Student Retention and Success

- Continued student satisfaction surveys.
- Developed early referral system for at-risk students to tutoring and other services of, the Academic Assistance and Assessment Center; offered special topic workshops; e.g., Grammar Workshop.
- Reviewed courses in the General Education Core in light of the Illinois Articulation Initiative and revisions implemented where needed.
- Completed revision of Official Course Outlines and progressed with project to make all outlines available on LAN.
- Strengthened Academic Advising by assigning key faculty as advisors in each academic area.
- Enrolled first students into new "Degree in Three" Baccalaureate program developed with College of St. Francis and Marian Catholic High School. Continued development of similar program with Roosevelt University and area high schools.
- Intensified process of recruiting local and international students.

Public Image and Awareness

- Completed series of program area brochures with publication of: Arts and Sciences, Human and Public Services, Health Services, and Fine, Applied and Performing Arts.
- Produced basic student recruiting brochure, "Student to Student: Questions and Answers" Won three Paragon Awards: two gold for the college Catalog and "Industrial Services and Technology Cluster" brochure, and one silver for "Electronic Publishing, Business and Organizational Management Cluster" brochure.
- Won five awards for District III Medallion Awards Program for specialty advertising campaigns, posters, cluster brochure, and college Catalog.

- Inaugurated new Community Instructional Center with a jazz festival, formal dedication by the Governor of Illinois, and 45 days of varied community and college events, including the first exhibition mounted in the college's new art gallery and a series of public forums on current issues.
- Promoted new intercollegiate athletic program.
- Established formal Prairie State College Alumni Association.
- Developed target marketing for high school students.

Institutional Effectiveness and Outcomes

- Expanded early tracking efforts to identify factors in student success and retention.
- Developed "A Recommended Plan to Improve Entry-Level Assessment, Advising and the Proper Placement of Students" which raises placement scores writing, reading and mathematics on ASSET test, modifies uses of writing sample, and restricts registration of underprepared students to developmental and physical education courses.
- Created a Five-Year Curriculum Plan Reviewed and revised Faculty Evaluation System.
- Completed revision of adjunct faculty handbook, The Teaching Commitment.
- Reduced ratio of lab to lecture hours on certain courses.
- Discontinued redundant courses in Child Development and Education as part of reorganization of both programs into Early Childhood Education.
- Consolidated programs in Teacher Aide and Child Development. Discontinued AAS, Teacher Aide because of confusion as to its purpose. Advisors will guide students to AAS in Early Childhood Education or to AA in Education. Retained Certificate programs in Teacher Aide and Special Education Aide. Retained Certificate in Child Development and renamed it Early Childhood Education.
- Consolidated AAS programs in Business and Finance, creating an AAS in Organizational Management with options for specialization in Finance and Credit Management, Human Resource Management, and Marketing Management. Two AAS degrees were discontinued as part of this initiative.
- Created new Technical Certificate programs in Materials/Logistics Management and in AS/400 Specialist.
- Created new short-term certificates, First Responder and Software Suite Applications.
- Created Auto Body Services option for AAS in Automotive Services Technology.
- Clarified procedures for development of new curriculum and modification of existing curriculum.
- Continued process of revision and updating of curriculum in all areas.
- Expanded job placement services.
- Developed plan for comprehensive purchase of up-to-date technical and computer equipment for academic and administrative areas.
- Continued collegewide training of faculty and staff in computer applications, Internet, and e-mail.

Institutional Effectiveness and Productivity

- Continued review of pre-college assessment.
- Raised adjunct faculty pay rates.
- Placed computers in faculty offices.
- Established an open computer lab for students and mathematics lab dedicated to mathematics students.
- Completed software and technical upgrades, local area network (LAN) and Internet connections.
- Completed phase one of chair purchases for faculty offices and phase one of classroom tablet armchair replacements.
- Extended coordinated grants and planned giving programs through the Foundation.

Utilization of Technology

- Produced formal plan for acquisition of state-of-the-art technology.

- Sought funding solutions for collegewide expansion of management information system (MIS).
- Expanded distance-learning services.
- Researched line charge costs and alternative ways to fund distance learning.

Item 3. KEY DECISIONS

- Promoted collegewide acquisition of state-of-the-art technical equipment and collegewide training in computer applications.
- Devised a five-year curriculum plan which set goals for general education, the associate degrees, the associate in applied science degree, and technical and career study certificates, and which also identified specific areas for development of curriculum based on the plan's goals, labor market trends, and needs of the community.
- Strengthened pre-admission assessment and advising and tightened prerequisites on high-risk courses.
- Initiated curriculum changes based on program review, consolidating programs, creating short-term certificates that focus on specialized occupational needs, and added, discontinued and modified courses based on enrollment trends, program changes, and panel reports of the Illinois Articulation Initiative.
- Supported new intercollegiate athletic programs.
- Focused global education initiative on recruitment of international students.
- Developed three-year baccalaureate initiative with private colleges and local high schools.
- Identified faculty to act as academic advisors in all areas of instruction as enhancement to student enrollment advising.

C-2.4: Executive Summary

Item 1. Process and Involvement.

"Describe the role of the Board of Trustees in providing direction for the PQP/Program Review initiative and establishing campus priorities."

As stated in Part C-2.2, the board's involvement in providing direction is primarily a strategic level. The board does not engage in the primary PQP process. Rather, it sets strategic goals and operating parameters.

"To what extent has the campus community been engaged in the initiative?"

The Program Review Committee is comprised of faculty, academic support staff, and administrative personnel. The individual program committees are made up from the same three groups. In addition, a mid-management level group called the President's Cabinet participates in prioritizing goals, reporting on objectives, and filling out Form B. In other words, practically the entire campus, except for the maintenance staff, participates, or has access to the PQP program review process.

"How has the PQP/Program Review initiative been incorporated into the college's planning and priority-setting process?"

The planning process for the college begins in mid spring with a board retreat. During the summer an administrative retreat is held where administrators pool priorities they have gathered from across campus. Those priorities are established in the PQP report due August 1 under Section C-2.3. The program review process, of course, is scheduled on a five-year cycle and includes all academic programs and quite a few academic support areas.

Item 2. Priorities.

As stated in C-2.3, the college listed eight priorities in FY96. The report of progress on the priorities is reported here.

1. Faculty Evaluation. In fall of 1994, the administration decided to completely redo the faculty evaluation process, which was perfunctory at best. Using a modification of Raoul Arreola's ideas in Developing a Comprehensive Faculty Evaluation System and a commercial student evaluation instrument from SUMMA, a new system was piloted by several faculty volunteers in the fall. A faculty committee helped design the system, and it will be implemented this year. **Response:** The new faculty evaluation process which was developed in FY95 was used in FY96. In the Fall Semester, all full-time instructors administered the SUMMA commercial student evaluation form. Approximately 1/3 of the full-time faculty were up for the full formal review, which involves class visitation. an instructor narrative which must address the student evaluation results, and can also address college service, developmental activities, and community service, and a written administrative response. The process seems to generate the kind of awareness that leads instructors to concentrate on improving their teaching skills. The college intends to continue using the process.

2. Community Services Computer Lab. Using 16 computers from a discontinued program, the college has installed a computer lab in its Mt. Vernon Attendance Center. Our intention is to offer both credit and noncredit computer application courses; in addition, the BRAC training officer will be attempting to market specific custom training to local business and industry. **Response:** The community services computer lab has offered 95 credit classes and 12 noncredit classes since it opened

fall semester of 1995. A total attendance of 622 credit students and 112 noncredit students. We have done training for many local businesses and individuals, including Internet training for 76 faculty, staff, and administrators of the regional K-12 school district. We are continuing to market training to the districts' business and industry. We will be moving the lab to Times Square Mall for the fall 96 semester. This will increase classroom size and comfort, as well as increase visibility.

3. Internet Service. The college is determined to expand Internet services and give access to as many faculty and support services as we can. We also wish to improve student access to the Internet. **Response:** During FY95, an additional 55 faculty and staff were connected to the Internet, bringing the total to 80 (about half the campus). An open Student Internet lab with eight computers (soon to be expanded to 16) was constructed, and a separate Internet lab for faculty use and training was also created; both of these facilities are housed in the LRC.

4. Internet Training. The college is working with local Internet providers to establish an agreement wherein the college uses their personnel as part-time instructors to offer courses to students and local business. In return, the college will receive access for networked labs (including Mt. Vernon) for no charge except phone line rates. **Response**: Internet training has been Community Services' most popular area of interest this year. We have been conducting classes in conjunction with Midwest Internet. They have provided Community Services with special rates and free instructors. We have also conducted training for many faculty, staff and administrators of the regional school district. Faculty began in the spring semester of 1996. Eight classes were taught to 87 students. In the summer, six classes are being taught to 61 students.

5. Physical Plant Master Plan. The college has decided to invest the necessary funds to have an architect create a master plan for the physical plant. This plan should help guide expenditure of our resources more efficiently over a five-year period. **Response**: The college engaged Walton and Associates Architects from Springfield, Illinois, to write a Long Range Planning Infrastructure Survey. The survey was completed in June 1996 and covered specific repairs, renovations, and reconstruction for all existing buildings, interior and exterior infrastructure, and campus grounds. Since most of the campus buildings are over 25 years old, a good working Master Plan is of critical importance. The document will have a tremendous impact on planning, priorities and finances over the next five years. Walton and Associates have detailed almost $3.9 million worth of repairs and renovations to the existing physical plant.

6. International Studies, ESL, and Multiculturalize Curriculum. The college will attempt to expand services to second-language speakers, regulate international studies efforts, and assist faculty in obtaining training on how to multiculturalize existing courses. **Response**: The college articulated and got approval from ICCB to add HIST 2107, Latin American History and SPCH 1105, Intercultural Communications to its curriculum. HIST 2107 was taught in the Summer of 1996, and Intercultural Communications will be taught in the coming year. Community Services began a quarterly program of cultural diversity workshops for Rend Lake College faculty and staff. Dr. Ruth Johnson from S.I.U.C. taught a one day workshop entitled "You as a Cultural Being". She will return Fall 96 for another program. Six instructors participated in the faculty cultural diversity workshop and are expected to report or implement what they learned in their classes in the fall. Additional workshops are planned for the coming year. Because of the low number of ESL students on campus, the college cannot justify creating an entire ESL program. One qualified ESL instructors works with all of our ESL students on an individual basis.

7. High School Usage of the Distance Learning Network. In an effort to make better use of existing and anticipated distance learning equipment and facilities, the college is attempting to help district high schools form an organization to use the system to pool instruction. In addition the college has agreed to offer college courses over the network to advanced high school students in response to high school requests. **Response**: In the spring of FY96, distance learning sites were established at two high

schools within the district: Mt. Vernon High School and Pinckneyville High School. The college has worked an agreement out with Pinckneyville High School to offer one section of Art Appreciation and one section of Psychology. Nothing specific has been worked out with Mt. Vernon High School yet. It is hoped when we get more schools hooked up, that more use of multiple site transmissions can be coordinated.

8. Alternative School. In summer of 1995, the college offered to the first time courses to high school students who needed to make up credit. A late start limited us to 14 students, but we received enthusiastic encouragement from the high schools. The college hopes to expand the alternative school by starting earlier next year. **Response**: In spring 96 semester, 12 students were enrolled and successfully completed ½ credit of English. The course was offered from 6-9 on Tuesday and Thursday evenings for 15 weeks. The students are required to have 90 contact hours in order to fulfil state requirements. In the summer 1996 semester, we have 20 students enrolled. We are offering English and Math. The courses are being offered from 9-12 on Monday through Friday for four weeks. The students are required to have 60 contact hours in the summer. Our intentions for fall 1996 are to offer more evening classes. The school districts and instructors are indicating that summer school enrollments have been down because this population of students are working on the JTPA summer youth program and/or other part-time jobs. We intend to offer American History and Math in the fall.

Item 3. Key Decisions.

"What important decisions and choices were made as a result of the 1995-96 PQP/Program Review initiative?

To standardize the process of program review, as well as the content, a checklist of mandatory steps was developed by the Program Review committee.

"Why were they important?"

To reduce the possibility of a token committee and a one-person report. Since all committee members must sign off on the report, a wider involvement is expected.

"What programs or activities were reduced, consolidated, or eliminated in order to reinvest resources to higher priorities?"

We combined an Accounting Program, Management Program, and Marketing Program into a Business Degree with three options.

"What quality enhancements were made?"

As a result of recommendations made by Program Review committees, the following quality enhancements occurred during the last fiscal year:

1. Latin American History and SPCH 1105, Multicultural Communications, were added to help multiculturalize the curriculum.
2. Community services arranged for a one-day workshop to help instructors add multicultural elements to existing curriculum.
3. A computer lab is being constructed and will be shared by the Science and Nursing Departments.
4. The Science and Nursing laboratories are being upgraded because of safety concerns. Plans are being developed to renovate the entire nursing area.
5. The Agriculture Department has purchased the equipment to teach Global Positioning Satellite technology.
6. Several occupational programs have reassessed their math requirements, and have upgraded or developed specialized, focused team-taught courses.

7. The Business Office instituted a new billing program and a deferred payment plan that allows students who register early to defer the first payment until two weeks before the semester starts.
8. As a result of the PQP section on priorities, the college has determined that portions of the Mission Statement need to be updated.

C-2.4: Executive Summary

The Board of Trustees conducts at least one and sometimes two retreats a year to review the goals and objectives as outlined in the annual institutional plan. This document includes 12 primary goals that are updated on an annual basis by all of the divisions within the college. Each goal includes objectives, time frames, individual(s) responsible, and evaluation strategies.

At the division level, employees are encouraged to participate in the development of specific objectives. Faculty and staff serve on various collegewide committees that address most of the objectives as outlined in the institutional plan. As an example, the master scheduling committee recently made recommendations that will determine how courses will be scheduled beginning with the spring semester of this year. The recent ICCB approval of a new surgical technology program was the result of the allied health division's commitment to complete one objective in the institutional plan.

PQP/Program Review initiatives are an integral part in the development of the institutional plan. Many of the program review recommendations are incorporated into the institutional plan as a specific goal.

Item 2. Priorities

Many of the new initiatives, such as hiring new faculty, upgrading instructional equipment, and implementing recommended procedural changes, were the result of program review activities. Two new programs, HVAC and surgical technology, have been given ICCB approval to offer courses and/or a certificate this coming year. An additional eight new faculty have been hired to meet the needs of the instructional area. Five programs in business have been combined into one generic applied science degree. A career planning program has been developed to assist those students with undecided goals. Academic advisement has been enhanced by the addition of associate advisors. These are just a few of the priorities addressed during the past year.

Item 3. Key Decisions

Two programs, agricultural management and banking and finance, have been discontinued. Enrollments in both of these programs have been minimal for the past several years even though agreements with local industry were in place. Two additional full-time child care employees were hired to improve the child care services.

The successful bond referendum will enable the college to fund all new initiatives without negatively impacting other programs and services. The "new" monies will provide the necessary funds to improve upon student support systems, enhance successful programs, provide new and upgraded equipment in all areas, and implement new programs promised to the residents of the district.

C-2.4: Executive Summary

PROCESS AND INVOLVEMENT

Prior to the establishment of PQP, the Board of Trustees established guidelines that require a balanced budget, cash follow maintained from college funds, and educational programs and services justified on both cost and quality basis. These goals have been met for 27 years.

PQP/Program Review, long-range planning, and the college budget initiatives are completed by the administration and staff. One member of the Board of Trustees serves on the college's Long Range Planning Committee (LRPC).

Final reports are submitted to the Board of Trustees for discussion and approval. These reports are usually presented to the Board at different meetings. As a result the Board has not examined these initiatives as an integrated package. One of the 1996-97 priorities included within this report calls for the Board to better integrate these three initiatives into the decision-making process.

The president, vice president, deans, division chairs/department heads, and faculty members in the disciplines being reviewed are all directly involved in the PQP/Program Review Initiative. Faculty members from the vocational-technical programs have more involvement than do those from the liberal arts and sciences.

PRIORITIES

Last year, the college submitted a list of 24 priorities. Human and financial resources were committed to accomplishing these priorities. Twenty of the 24 priories were either accomplished or will be accomplished in the near future.

KEY DECISIONS

The 20 priorities that have been accomplished and/or are in the process of being accomplished have been classified as stated below (a single priority may be in more than one classification).

Classification	Number
Quality Related	14
Infrastructure/ Technology Related	9
Access Related	2
Program/Services Development	10
Efficiency Related	2
Diversity Related	2

PRIORITY STATEMENTS FOR 1995-96/STATUS AS OF JULY 1996

Instruction

Purchase and install a fully integrated library system to enhance accessing information through networking. **Status**: A fully integrated library system was purchased and is in the process of being installed. It will be operational for the fall 1996 semester.

- Equip a classroom so that the college will be able to send/receive academic courses to/from other colleges within the Fox Valley Educational Alliance. **Status**: It is anticipated that the distance classroom will be equipped and be fully operational by the beginning of the Fall 1996 semester.
- Install a satellite dish for the ERC for use in the classroom, teleconferences, and for staff development. **Status**: The dish has been fully operational since August 1995. Major use--recording programs for faculty members.
- Provide additional funds to the ERC for enhancement of the collection. **Status**: The budget in this area was increased over the previous year.
- Revise the earth/science/geology curriculum. **Status**: Eight new and/or revised courses, all under the general heading of geoscience (GES) were developed and approved by the Academic Affairs Committee. The new courses are scheduled to begin in the 1997 summer term.
- Continue with the development of a student outcomes assessment program as outlined to the NCA. **Status**: The college's Student Outcomes Assessment plan was approved by the NCA. Each division is in the process of developing specific assessment procedures.
- Review curriculum in development writing courses--Eng 082 and Eng 097. **Status**: Eng 082 has been reviewed and, as a result, the revised focus in instruction is grammar and sentence skills, coupled with personal journaling which incorporates writing esteem techniques. Eng 097 has been revised to give students many writing experiences to develop writing skills, fluency, and flexibility: in addition, students in Eng 097 will compile their class writings into "publications" in an effort to boost self-esteem and to give purpose for writing.
- Begin teaching Eng 098 in a classroom equipped with computers. **Status**: A single software package (for use in Eng 101,103, and 098) has been selected. This decision, coupled with other logistical decisions, will make computer-based instruction in Eng 098 an option for 1996-97.
- Determine whether or not the college will begin to offer an associates in engineering. **Status**: No decision has been made regarding this degree.

Administration

- Fiber optic network being installed in three phases to be competed in 1997 (network will accommodate new administrative hardware/software). **Status**: Phase II (Academic Facilities) has been completed.
- Complete new administrative software applications from CARS. **Status**: Installed and operational for payroll and general ledger, including purchasing and accounts payable. Students records system being re-evaluated as a result of the college's experience with the CARS software that has been installed.
- Student kiosks for student, faculty, staff, and visitor usage being installed during 1994-96. **Status**: Four of six kiosks have been installed.
- Internet server being installed 1994-96 for students, faculty, and staff. **Status**: Internet generally available for faculty and staff but very limited access by students (through specific classes). RVC will expand internet access to students for 1996-97 (need a T1 line).
- Work with the faculty to develop and approve the college's first master contract with an employee group. **Status**: 95 percent completed. Anticipate completion by the end of the fall 1996 semester.
- The admissions office will be able to better track potential students as a result of the new CARS Networking System. **Status**: Not completed. Due to the college's dissatisfaction with the financial records system from CARS, the college has delayed implementation of a new student records system. Alternatives to CARS are being considered.
- Work with all the new employees to assure that they understand the college's mission and goals. **Status**: Ongoing.

Public Service

- Expand the tech prep apprenticeship program into health care and finance. **Status**: The youth apprenticeship program in health occupations was started in the fall of 1994. The program is very

popular with students, but it has been difficult getting support from the health care providers. This is due in part to the organizational and operational changes taking place in this industry. This program will continue as presently defined for the current class, but it will be modified for 1997/98. The financial services youth apprenticeship program was started in the spring 1996 semester. This initiative has solid support from the private sector but we have had difficulty getting students to apply. We are looking at means to market and promote this program to students and parents.

- Received grant money to expand the college's efforts in the modernization of manufacturing. **Status**: The college continues to receive HECA and Challenge grant funding to support the modernization of small- and medium-size manufacturers. Through the leadership of the college, these efforts have been expanded to companies in the community college districts of the Fox Valley Education Alliance.
- Upgrade the Studio Theatre with improved lighting and air distribution center. **Status**: The upgrade was completed last fall. The lighting grid was professionally installed as the fresh air ventilation system.
- RVC intends to lease a facility large enough to provide a "one-stop center" in cooperation with the Illinois Department of Employment, Rock River Private Industry Council, and other related agencies. **Status**: Not completed due to loss of funds as a result of reassessment of Com Ed's nuclear plant in Byron and reduced funding for various federally funded programs which would have been relocated to the One-Stop Center. Still a possibility with the State of Illinois' CMS office being the lessee.
- Offer a series of workshops, lectures, and other educational events through the Smithsonian Institution. **Status**: This series--a jazz piano concert, five lectures, and two hands-on family workshops--was completed during the fall of 1995.
- Present artists and speakers from a variety of cultures to increase awareness of different cultures. **Status**: This series presented a Japanese mime, a performance by Tibetan monks, and a lecture by Sitting Bull's great-great-grandson.
- Expand programs and services in the Center for Learning in Retirement (CLR). **Status**: The CLR has 865 members. Class offerings continue to be diverse and extremely well attended.
- Provide additional Earth Watch programs to make people more aware of the environment. **Status**: Not accomplished. It is anticipated that since the program is now under the direction of a new and enthusiastic faculty member, that the program will see renewed growth.

C-2.4: Executive Summary

The procedure established at Carl Sandburg College begins with the Board of Trustees, and involves all areas of personnel through the institutional planning process. Focal points and goals established are the result of in-depth discussions regarding the current and future needs and concerns of the entire college community. Priority focal points established this year are (1) Fiscal Responsibility, (2) Growth Through Operating Efficiency and Productivity, (3) Communications, (4) Quality Instruction, and (5) Emerging Technology.

The decisions regarding elimination and expansion of programs are a reflection of the institution's Focal Points 1, 2, 4 and 5, and are based on a thorough review of existing programs and analysis of the feasibility of specific new programs designed to meet the needs of West Central Illinois and/or the State of Illinois. Key decisions during the last two years made as a result of the ongoing strategic planning and program review analysis process are the inactivation of three programs and the addition of four new programs.

This past year Carl Sandburg College was a leading Illinois community college in percentage of increase in headcount and FTE. This success was directly attributable to an institutional emphasis on program accountability and marketing. In addition, Carl Sandburg College experienced an unprecedented 41 percent increase in full-time students 21 years of age and under. This was a result of efforts to better serve the underserved areas of the college district through distance learning, learning laboratories, expansion of the Branch Campus in Carthage, the addition of an Extension Center in Bushnell and an Educational Training Center in Galesburg.

Carl Sandburg College has a strong faculty participating decision-making structure composed of five standing committees, three institutional committees, Faculty Council, and Faculty Assembly. In addition, the faculty, staff, and students have representative seats on the college Board of Trustees. The college Board is very active in the ICCTA and is committed to PQP at the state and local levels.

C-2.4: Executive Summary

Process and Involvement: The Board of Trustees establishes vision and direction for strategic planning, productivity and priority setting, and related budgeting matters. On a continuing basis at the regular monthly Board meetings, the president shares information and offers recommendations for their support and approval. This action monitors agreed upon directions for the critical operational planning and necessary activities for the college. Sauk's Board of Trustees has always positioned itself as a governing board which places responsibility for ongoing operations with the president.

Sauk Valley Community College has engaged the campus community in the PQP/Program Review initiative through committees; special review and study groups; departmental, divisional, and college wide meetings; and workforce councils these groups in refining priorities which are used to make resource allocations and program decisions. We have strived to improve the academic quality and productivity of the campus as a whole through: 1) improving the quality and productivity of academic programs; 2) achieving productivity improvements in administration and support services, research, and public service; and 3) working with other institutions through regional consortia to promote cooperative offerings and the sharing of resources.

Priorities: Efforts to strengthen and articulate relationships that link student learning and faculty teaching have the highest priority on campus. college priorities identified in the 1995 PQP/Program Review report submission were advanced as presented within this current document. Priorities identified in this 1996 PQP/Program Review report will be addressed through continuing and new activities during fiscal year 1997.

Implementation of our five-year collegewide assessment plan, and the opening of our new Instructional Technology Center for faculty development purposes are two major activities which are expected to produce very positive results. We believe that the quality of teaching is critical to the entire process. Therefore, teaching excellence is always of utmost importance.

Key Decisions: The President of Sauk Valley Community College appointed an Enrollment Task Force to address low enrollment and related issues as identified in the 1995 PQP/Program Review report. The ETF has two major focuses: 1) identify, explore, and thoroughly examine issues of enrollment, retention, and persistence to graduation; and 2) provide recommendations and direction for college wide action to correct problems and concerns.

Efforts are being increased to recruit, retain, and graduate more minority students, particularly our Hispanic population. We are strengthening linkages with the Hispanic community at the leadership and grassroots level, with high schools and junior high schools, and with social service agencies. We are also stepping up our collaboration and cooperation with business and industry through enhanced participation in Chamber of Commerce activities, service organizations, support for workforce training needs, and direct individual contact.

Continuous efforts are made to develop action plans to reduce program unit costs which are higher than the state and peer group averages through identification of contributing factors. Always, the needs of students to receive appropriate instructional opportunities are a top priority. Some high cost programs are partially justified based on the benefits they provide to the community. Factors such as low enrollments, one-time equipment purchases, incorporation of new technology, facilities, and high salaried faculty all contribute to higher costs. We strive to offer programs through cooperative agreements with regional consortia partners, particularly the Western Illinois Educational Consortium, and others. However, we continue efforts to reduce costs and consider cost reduction a prime management responsibility.

C-2.4: Executive Summary

Shawnee Community College experienced an eventful and productive year during FY96. The college continued to serve an increased number of students. It expanded the number of course offerings and methods of delivery, and expanded its service to business and industry.

The year saw the retirement of its third President, Jack Hill. The college's faculty, staff and Board of Trustees were involved in the process of selecting its fourth president. Dr. Terry Ludwig was employed and began his duties on August 5, 1996. During the year, the college expanded its telecommunications network to include sites at Vienna High School, Goreville High School, and Electric Energy, Inc. Numerous courses were added to the telecommunications schedule, and additional faculty members were trained and began teaching via the network. Through technology, the college has been successful in providing new educational opportunities to its public throughout the district.

The computer networking of administrative staff and faculty was completed. Numerous offices received computer upgrades. The network has allowed nearly all users access to e-mail and the Internet. Each of the college's computer labs also received new equipment as needed. Several labs are now networked and have access to the Internet. Faculty and staff have benefitted with continuous computer training opportunities.

Numerous initiatives were begun in order to provide students with additional opportunities in the area of music and theater. The music program has grown and has provided significant visibility for the college in the community.

The college participated in the national Ameri-Corps program serving as the administrator of the local program. Another new initiative which has benefitted students was the establishment of a "New Student Day". The purpose of this initiative is to provide groups of new students the opportunity to access placement testing, counseling, enrollment, and a campus tour. All of which can be completed in one trip to the campus. Students are required to schedule ahead for their specific session. The program has worked effectively and has provided a more professional approach to orientation of new students to the college.

The quality of college programs has continued to be a high priority at the college. New equipment was purchased, staff were encouraged to attend numerous staff development opportunities, and faculty have continued to expand their use of multimedia presentation for instructional purposes. Automation of the Learning Resource Center was completed during the year. Students have not only easier access to the college reference materials and books but also those of libraries throughout the region and much of the state.

A problem of storage of student records has been resolved by the purchase and installation of an optic scanner which can convert student records onto CDs. Once this process is complete, the data will be much easier to store and retrieve.

An additional need identified by the college has been the need for infant care. The college has remodeled a building on the "rustic campus" to house the early child care program. The facility is a joint project between the local Headstart program and the college. It will serve as a "model" for the region. Children of students and staff are allowed to enroll in the program. Early Child Care program students will work in the new facility as part of their training.

The college is financially in excellent condition, has good facilities, and a dedicated, well-qualified faculty and staff. It is currently developing a long-range strategic plan which will include a student assessment plan. With the inauguration of a new president, the college is positioned to continue to provide quality educational opportunities to the citizens of the district.

C-2.4 Executive Summary

The "PQP Report" represents the culmination of a year's activity of measuring, analyzing and making recommendations. The process does not terminate with this report, quite the contrary, due to the efforts we have made over the years to institutionalize the PQP process, it would continue even if a conscious effort were made to eliminate all aspects of the process.

Nine vocational programs, three academic programs, three student support programs, academic functions, administrative functions, and public service programs are reviewed in the "A" section.

As a result of our PQP reviews, two vocational programs will be eliminated and two others will be merged into one single viable program. These decisions were based on enrollments, advisory committee recommendations, labor market information, and unit cost information. A low enrollment program will be continued based upon articulation agreements and labor market projections. All three academic programs reviewed are strong and will be continued with minor recommendations.

The review of the student support areas was quite positive. Although, the student support services area reports a cost higher than the statewide average, we are firmly committed to our successful intrusion/intervention model and we are not recommending any fundamental changes in the model.

A restructuring of administrative duties led to the elimination of two administrative positions that will allow the College to reallocate approximately $120,000.

Part C of the report describes our efforts to enhance the occupational follow-up study of our graduates and our efforts at articulating certain career programs with four year universities. Our efforts have achieved excellent results in both cases and could be transported to other community colleges.

Our response to question C-2. 1 reveals the priority placed on faculty development and the positive results obtained in faculty scholarship, as well as faculty development.

The response to question C-2.2 describes the continuous loop feedback process involving our Board of Trustees in the decision making process of setting goals and priorities. A listing of our immediate priorities follows this question. Some of our priorities are continued from the previous year and others, such as the workforce preparation priorities are new.

Throughout the 1996-97 year, we will continue to review and revise our priorities as we continue the PQP process.

C-2.4: Executive Summary

Item 1. Process and Involvement. In preparing an executive summary, it is important to note that the 1995-96 academic year (FY96) has been a most unusual year with several major events or activities which have impacted or involved every member of the staff and the Board of Trustees either directly or indirectly. These included the naming of a new president following the death of his predecessor who had served nearly 23 years; the termination and replacement of the general contractor on our $9.5 million construction-renovation project due to lack of progress which moved back the completion date by a year; the settlement of an initial contract with the secretarial-clerical staff represented by the UMWA following nearly 12 months of negotiations. The effect of these major events has impacted program planning, staffing, the setting of priorities and budget and fiscal management.

The Board of Trustees at SIC is kept very much informed about the management of the college both at the monthly meeting and at an annual Board Retreat. At this latter event, the trustees and the college administrators spend a weekend together examining the strategic institutional goals and other items in the PQP Report used to measure our effectiveness. At this meeting, short-term and long-range needs and projections are presented for the Board's consideration and feedback by various administrators.

The College Curriculum Committee is responsible for conducting the annual program review. During this process, the members of the committee, the counseling staff, a faculty subcommittee and the program faculty are responsible for completing various components of the plan meeting together to discuss their findings and to formulate recommendations. As a result of the program review, the recommendations are discussed at the departmental and divisional levels and faculty members are asked to do a follow-up report indicating how they have addressed these recommendations. These recommendations frequently impact budgeting and program development.

Item 2. Priorities. The priorities listed in the 1995 PQP/Program Review evolved from several sources. These included the Trustees at the Planning Retreat, strategic planning meetings, program review meetings and from meetings of various committees which included the Committee on International Education, the Committee on Marketing, the Technology Committee, the Committee on Retention, the ADA/504 Committee, the Professional Developmental Planning Committee, and from divisional and departmental faculty meetings. As a result, those persons or groups having given input into the formation were, also, involved in bringing them into fruition.

The priority to strengthen recruitment, retention and student success resulted in several initiatives which included the creation of a marketing committee, the signing of an agreement with two additional Kentucky high schools which will permit their students to attend SIC under a special tuition arrangement; the approval for 10 new talent scholarships in speech and theater; an increase in the number of customized training courses developed for local businesses and industries; the creation of a cooperative agreement with Shawnee College to offer a part-time ADN program via interactive television. The college, also, recently was awarded a contract to offer food service training at an area Job Corps operation.

The priority to modify the curriculum to maintain currency and compatibility with needs of college clientele resulted in several initiatives, including the formation of a vocational education partnership with two area high schools to offer five new courses in health occupations to high school students utilizing interactive television; the college is in the planning stages to conduct focus group meetings throughout the district for the purpose of obtaining direct community input; two members of the SIC faculty participated in a two-week exchange visit with counterparts from Great Britain and from the Netherlands; the college sponsored several activities with an international theme, including a formal dinner dance, guests speakers from Egypt and a "Seasonal Stroll"

in which the community was invited on campus to view Christmas trees decorated to represent a number of different countries.

The priority to strengthen the institution's focus on excellence in instruction and services resulted in several activities, including the restructuring of the Professional Development Planning Committee composed of faculty, administration and clerical staff members who planned several in-service training activities and the fall and spring workshops. A technology committee was appointed to help the college plan the purchase of personal computers, the development of a "backbone" system for new telephonic and electronic equipment and systems. An orientation session for all part-time instructors was conducted prior to the fall and spring semesters. The instructional administrations and division chairpersons initiated a systematic process of conducting classroom visits of part-time instructors at off-campus sites. As a part of this effort, student evaluations, also, were administered in all off-campus courses. In preparation for our upcoming North Central Association visit, a plan to assess student achievement was completed and sent to NCA for its evaluation. In June of 1996, the college was notified that its nursing program had been granted accreditation by the National League of Nursing.

The priority to complete and implement federal and state mandates resulted in several initiatives. Among them was the offering of eight hours of in-service training in ADA, bloodborne pathogens, emergency preparedness training, sexual harassment, body mechanics/lifting, hazard communication and lockout/tagout training to 120 employees. Also, the college placed recycling containers throughout campus and purchased hot air hand dryers to reduce the use of paper towels.

The priority to strengthen efficiency in the operation of the college resulted in several initiatives, including the following: a plan to computerize the bookstore operation was developed and is being phased in. In conjunction with the construction of our building expansion and renovation program, a completely new and improved telephone system is being installed. With the completion of our new building more offices and operational functions will be put "on-line" with our IBM AS400 computer.

The priority to continue improving the comprehensive services provided by the college resulted in several initiatives, including the following: a modern, well-equipped child care facility has been built with expanded services to include infant and toddler care, accommodate more preschool children and expand hours on a year-round basis (6:00 a.m.-6:00 p.m.). Our Center for Small Business has moved to larger quarters in Harrisburg which has permitted us to increase our outreach. The Chamber of Commerce has established an office there and through the use of employees and volunteers, tourist information services have been established with weekend hours. Through a HECA grant, the college has been able to facilitate the installation of interactive, distance learning equipment at two area high schools. As a result of this, high school level courses will be exchanged and the college will offer five courses in health occupations to high school students.

Item 3. Key Decisions. Several new initiatives have been set into motion in the area of program development. These include the re-designing of automotive courses to meet AES standards; the Ag Mechanics program is being converted to a Diesel Engine program; as a result of program review and ICCB Recognition visit self-study, 13 career programs were put on inactive status and several others are being considered for withdrawal. In an effort to contain administrative costs, one dean's position has been left unfilled.

It is difficult to encapsulate to two or three pages the impact which program review and strategic planning have made on our institution. Some things are measurable, others are more affective. There is a general perception that despite the prospects of a tight fiscal year, there is a spirit of optimism which prevails. The installation of a new president, the construction of new and beautiful facilities, the remodeling of older facilities, the promise of an upgrade in the technologies utilized, the approval of several new instructional programs and the approval of a new contract for clerical personal after twelve months of negotiations have created a spirit of optimism among the staff. We hope that this optimism will provide the impetus for a year of challenge and continued improvement.

C-2.4 Executive Summary

PROCESS AND INVOLVEMENT

Spoon River College is deeply committed to the establishment of priorities that support and enhance the quality and productivity of its staff, programs, and its district. Since 1992, when the college underwent reaccreditation by the North Central Association, the college has had an active Assessment Committee that has worked on developing and refining the processes of assessing institutional effectiveness, setting priorities, enhancing quality and institutional planning. The process of setting priorities for the institution is as follows:

1. Annually review the Vision/Mission Statement to determine if internal or external factors have influenced the institution enough to warrant revisions.
2. Goal statements are monitored in relation to the effectiveness indicators to validate the assessment process itself, that is, determine if the data collected from the effectiveness indicators provides proof that the goals are being achieved.
3. Department and work units annually study the effectiveness indicators, using the objective setting process to correct variances. Goals should be prioritized each year by all segments of the campus to ensure the comprehensiveness of the planning process. Academic units develop objectives and measures to assess student achievement and objectives to improve learning opportunities based on findings from previous assessment activities.
4. Decisions made relative to the budget process will be openly communicated to the entire college community to ensure fairness in the prioritization of major objectives. The President will take an active part in the process as the key decision maker.
5. The Board of trustees becomes an active participant by establishing Board/President objectives. It also reviews an approves the total plan at the beginning of each fiscal year.
6. Mid-year adjustments are made after proper review. Progress reports are submitted to Dean-level supervisors. The President gives the Board of Trustees an update in January of each year.
7. At the end of the year, an annual report is prepared showing the assessment results. Major accomplishments will be featured in college publications with appropriate celebrations provided to all who contributed to the process.
8. Return to step one, to renew the process. Please note that assessment activities, review of results, and implementation of improvements are ongoing throughout the year.

This process involves the entire campus community from the Board of Trustees to the individual work units. Drafts of the planning document are distributed to all staff throughout the development process and input is solicited from all levels of the institution.

The PQP/Program Review initiative is central to the college's planning process. Program Reviews are the means by which program quality is measured and instructional priorities are set. The college uses the PQP/Program Review process to document and report progress toward institutional goals.

PRIORITIES

Spoon River College uses the process of annually setting Priorities as the basis of its institutional planning and assessment process. The college's goal/priorities flow from the college's mission statement. These goals/priorities describe the college's intended purposes and expected results and establish the foundation for assessment. Effectiveness indicators are developed which represent outcome measures for each of the college's Institutional priorities/goals. These indicators describe benchmarks, sources of data, and methodology. Unit priorities and objectives are then developed which focus activities at the department/unit work level with outcomes measures given for each objective. Unit objectives and outcomes measures provide opportunities for focus on program assessment.

KEY DECISIONS

Spoon River College continues to respond to changing lifestyles and student and potential student needs by expanding its offerings to nontraditional students. The Computer Repair program and the Truck Driving programs are both examples of programs that cater to returning students looking for training that will prepare them to advance in a career or to start a new career. The college also opened an expanded Career Planning and Placement Center to better assist students make the transition to the work force after they complete their education.

The college continues to upgrade instructional equipment to meet the changing technology needs of students and faculty. Instructional equipment was upgraded in the Agricultural Business Management, Automotive Technology, Diesel Tractor Technology, Office Systems Technology, Practical Nursing, Nursing Assistant Health Sciences, and Biology programs as a result of needs identified in the college's planning process.

The college also added two full-time faculty positions in History and Computer Science and eliminated one full-time faculty position in Music/Math in order to meet the changing needs of the residents of its district. Distant Learning offered the college another opportunity to better meet the needs of its students and seventeen courses were offered to students in Rushville using the WEIC distance learning system.

With the implementation of the college's Assessment and Strategic Planning Model, the process of setting institutional priorities and using these priorities in decision making has become institutionalized at Spoon River College. Faculty, staff, and board members now have the tools by which they can focus on institutional priorities, quality and productivity improvements and efficient use of resources. This process continues to strengthen Spoon River College and will serve as a mechanism for institutional improvement.

C-2.4: Executive Summary

Over the past year, Triton College has made significant progress in implementing the improvements described in the 1995 report, and has identified plans for 1996 which demonstrate the college's continued efforts to improve the quality and productivity of academic programs, improve productivity in administrative and support services, and work with other institutions through regional consortia to promote cooperative offerings and the sharing of resources.

Item 1. Process and Involvement

As described in Section C-2.2, the Triton Board of Trustees' position mirrors closely the positions stated in the recommendations of the Board of Higher Education's Priorities, Quality and Productivity Initiatives. The Board has established a general position requiring all managers to operate in a cost effective manner. Expectations are for all areas to operate with fiscal restraint without sacrificing quality. The Board has asked the administration to carefully scrutinize areas which operate at a deficit and to make recommendations for reducing costs and/or increasing revenues. With the support of the Board, the institution has reduced the number of staff (mainly through attrition and consolidation of staff positions) in an effort to reduce overall unit cost. In FY95, Triton was one of only four community colleges in the state to reduce their unit cost. In doing so the college has successfully accomplished its goal of bringing costs in line with current revenues.

Item 2. Priorities

The priorities presented in the 1995 PQP/Program Review report were taken from the priorities defined in Triton college's FY96 Strategic Plan. Each priority in the report is assigned to an administrator who is responsible for its completion by the stated deadline. The administrator's annual evaluation and continued employment with the college is based on the successful completion of the priorities in their area. In June 1996, the college published a Progress Report on the 1996 priorities. This report provides a brief description of how the priorities were advanced through new initiatives or continuing activities during the past year.

Item 3. Key Decisions

Throughout this report there are descriptions of key decisions made in the past year which reflect the primary directives in the PQP/Program Review Initiatives. As noted in this report, the Triton College Board of Trustees and the administration are strongly committed to the principles of the PQP initiatives. Below are a few of the key decisions made in the past year reflecting the college's commitment to these principles:

- A contract with Johnson Controls to implement a multiyear plan to reduce energy costs. The contractor has guaranteed the savings in energy will cover the initial costs of the contract. The college benefits by having a more energy efficient campus and long-term savings in energy costs.

- Due to low enrollments and high costs, the Entrepreneurship Certificate program will be discontinued as a stand-alone program and will be consolidated with the Marketing Program.

- In the area of developmental Mathematics, a new one-semester course MAT067 was put in place for students in transfer majors without specialized Mathematics needs. The course was designed to increase retention among Associate of Arts Majors. Retention research showed these students to have a high attrition rate in the college's required calculus sequence.

- A new Commercial Advertising Art program was implemented. The initial investment in the program's equipment was paid for through Advanced Technology and DAVTE funds. Revenues in the program's first full year of operation have exceeded the initial investment in equipment.

The office of Continuing Education continues to offer new courses reflecting changing market needs in the Business and Health areas. New courses include: Internet Seminars, Windows 95, Desktop Publishing, Occupational Health Nursing, and Hospice Care. In the degree credit area new programs include Truck Driving and Physical Therapist Assistant.

Triton continues its efforts to work with other educational institutions, businesses and health agencies to promote cooperative offerings and the sharing of resources. The college currently is involved in 300 partnerships. In the past year, Triton entered into six new partnerships. Triton now has a 2+2 program with Kendall College, a faculty and student exchange program with a university in Nicaragua, and training contracts with American Airlines, Graymark, Panasonic and Land Rover.

C-2.4: Executive Summary

Waubonsee Community College continued on a growth course during fiscal year 1995. Enrollment, services to students, community programming and cost-effective delivery of services all showed gains. In instruction, student diversity increased amidst corporate development growth and increased ABE/GED/ESL enrollment.

Increased services to WCC students included extended evening and weekend hours, internet access, improved entry assessment, course articulation agreements with Educational Alliance (FVEA) members, and continued service to minority populations through community and grant-supported programming.

Community programming growth included increased services to health providers and east region of the district with new center construction on the Rush-Presbyterian-Copley Hospital campus.

Increased job development opportunities were initiated with combining Job Placement and Workforce Career Services.

Total WCC instructional cost per unit decreased over previous years due to decrease in personnel and instructional equipment expenditures, team leadership for technologies and enrollment growth.

C-2.4: Executive Summary

PROCESS AND INVOLVEMENT

The Board of Trustees has an annual meeting for the purpose of reviewing priorities and evaluating institutional quality and productivity. Guidance is provided to administration via board policy. In order to enhance accomplishment of the mission of the college, the Board of Trustees, in addition to established policy, has recently established a curriculum committee and a community liaison committee. The curriculum committee reviews and evaluates existing programs and considers the need for new programs. The Community liaison committee provides input from the community regarding college priorities, especially community reaction to campus development priorities.

The input from the entire faculty and staff was solicited in developing priorities for FY95 and FY96. The most important initiative presently is the campus development priority. The entire campus community has been involved in the planning, including the design and layout of the building that is expected to be under construction in the near future and available for the 1997-98 school year.

Essentially, the process used for planning and priority-setting has shifted from the strategic development of an annual plan to the RAMP with the Program Review/PQP initiative. This trend is expected to continue.

PRIORITIES

The most obvious advance in priorities has been with campus development that has proceeded from land acquisition in FY95 to actual construction in FY96.

There has been little progress in the enrollment enhancement efforts as evidenced by the repeating of the priorities. The college considers this a very important area that will be a continuing process. Considerable progress has been made in the college's developmental education program.

Considerable progress has accrued in the technology initiatives with the Student and Financial Aid modules of the Banner system in place and the Finance module 90 percent complete. Plans are well underway to upgrade the campus infrastructure. This initiative has been greatly enhanced by grant funds.

The priorities for instruction and Public Service are ongoing although considerable progress has been made over the past year. For example, interactive instructional software for the nursing discipline is now in place and the emphasis for the coming year is to update technology in the Open Learning Center.

KEY DECISIONS

The most important decision made during the year was the decision to move forward with campus development. Land acquisition was completed and site preparation is underway with building construction scheduled to start during the fall of 1996.

An important decision by the college during the past year was the allocation of $60,000 to establish a Business and Industry computer lab. This was a stated priority in the FY95 Program Review/PQP report.

Two occupational programs were reviewed and the Agriculture Equipment certificate was placed on inactive status because of low enrollment. However, this did not result in any funds that could be reallocated. The Early Childhood Education is a very strong program, but is in need of a laboratory facility.

The college is committed to quality improvement in Developmental Education. Planning was completed for a Developmental Education Pilot Program. Implementation of this plan can now proceed with equipment in place and space dedicated to the program.

The Counseling/Advising area improved procedures allowing the reduction of a 12-month position to a 9 month position. The resulting savings of $6,550 will be used to reduce the projected budget deficit.